

Mathematics

By a group of supervisors

PARENTS' GUIDE



Interactive E-learning
Application



2nd Primary
2023

FIRST TERM

Index

General notes for parents	3
How to use this guide ?	8
Revision	10

Chapter 1

Lessons 1&2 The bar graph	18
Lesson 3 Horizontal bar graph	23
Lessons 4&5 Table and bar graph - Solving problems about data	30
Lessons 6 : 8 Bar graph with a scale of 2 or 10	39
Lessons 9&10 Pictograph	47



Chapter 2

Lessons 11&12 Doubles - Doubles plus one - Counting on to add and subtract	60
Lessons 13&14 Adding or subtracting	68
Lessons 15&16 Addition and subtraction word problems (Choose a strategy)	77
Lessons 17 : 20 Finding a missing addend or a missing subtrahend	84



Chapter 3

Lessons 21&22 Hundreds, tens, ones and the place value	94
Lessons 23 : 26 Different forms of 3-digit number	103
Lessons 27&28 Comparing numbers using $>$, $<$ or $=$	110
Lessons 29&30 Ordering numbers	114



Chapter 4

Lessons 31&32	Commutative property of addition -	
	Counting on and counting back	124
Lesson 33	Decomposing a 2-digit number	129
Lesson 34	Adding tens and ones	132
Lesson 35	Subtracting tens and ones	138
Lesson 36	Estimation to add and subtract 2-digit numbers	144
Lesson 37	Accepted or not accepted estimation	150
Lessons 38&39	Regrouping for addition	154
Lesson 40	Adding four 2-digit numbers	161



Chapter 5

Lessons 41&42	Two-dimensional shapes (2D shapes)	170
Lessons 43&44	Drawing two-dimensional shapes	180
Lessons 45 : 47	Measuring length (Centimeter and meter)	183
Lessons 48 : 50	Three-dimensional shapes (Solids)	193



Chapter 6

Lessons 51&52	Gram and kilogram	206
Lessons 53&54	Solving addition or subtraction problems involving mass	214
Lessons 55&56	Time "A.M. and P.M."	218
Lessons 57&58	Telling time to the half hour	223
Lessons 59&60	Quarter past and quarter to	227



Glossary	234
-----------------	-----



REVISION

In this revision your child will review on what he/she had learned in primary one.

Revision 1

- 1** There are 36 carrots. Bunnies ate 15 of them.

How many carrots are left ?



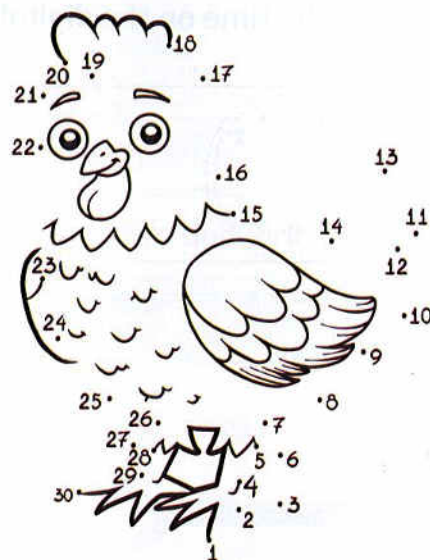
carrots.

- 3** Write $>$, $<$ or $=$.

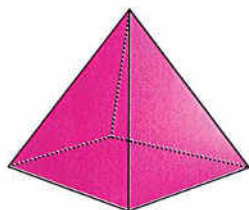
4 tens, 9 ones 9 ones, 4 tens

$50 + 8$ 60

- 2** Match the dots in order.



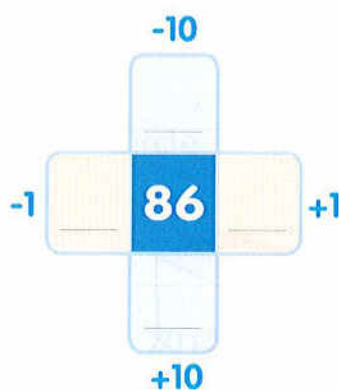
- 4** Complete.



Number of corners (vertices)

Number of edges

- 5** Write the numbers.

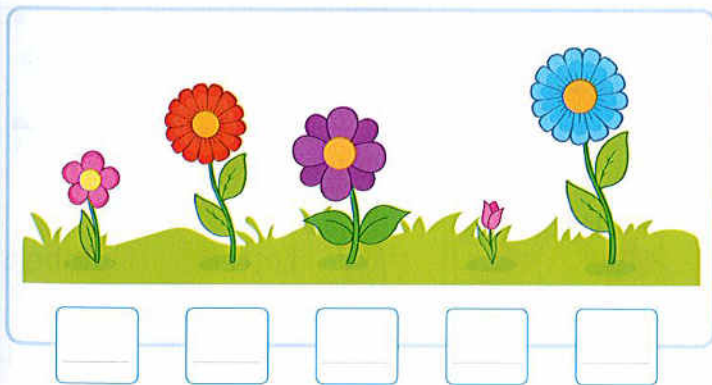


- 6** Write the sums.

 **34** +  **24** =

 **79** -  **32** =

- 7** Arrange from the shortest to the tallest.



- 8** Fill in the missing numbers.

4	+	4	=	
+		-		+
	-	2	=	7
=		=		=
13	+		=	15

Revision 2

- 1** Draw the clock hands on the clock face.
Write the time on the digital clock.



2 o'clock



- 2** Arrange the numbers from the least to the greatest.

48

53

42

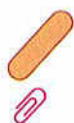
60

- 3** Complete.



The length = _____

or = _____



- 4** Write a suitable number.

51 >

37 <

- 5** Find the answers.



$$\begin{array}{r} 10 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 15 \\ \hline \end{array}$$

- 6** Complete.

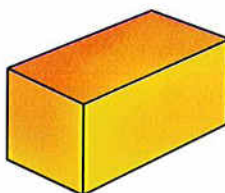


Number of sides

Number of

corners (vertices)

- 7** Complete.



Number of faces

Number of edges

- 8** How many numbers?
How many letters?



Letters

Numbers

- 9** In a class, there are 23 boys and 25 girls.
What is the total number of boys and girls?





children.



Revision 3

1 What is the total amount ?



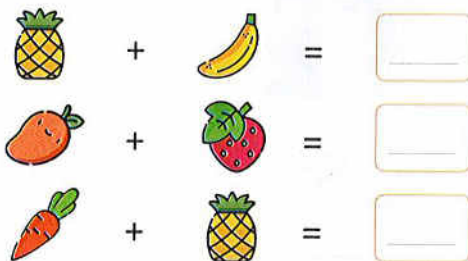
The total L.E.

2 Amir has 18 toys, he sold some of them and the left with him is 9. How many toys did Amir sell ?

toys.



3 Decode the picture and write the sums.



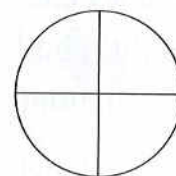
4 What is the shape of the base of a cone ?

Square

Triangle

Circle

5 Color one half.



6 Put $>$, $<$ or $=$.

47 51

25 $20+5$

3 tens, 9 ones 3 tens, 6 ones

7 Put $+$ or $-$.

86 $54 = 32$

27 $42 = 69$

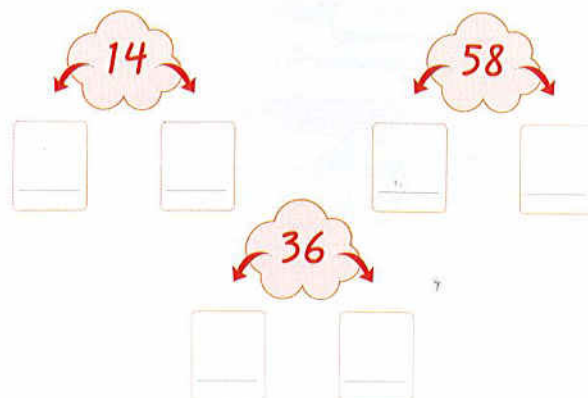
8 Color to show how many of each item.



4			
3			
2			
1			

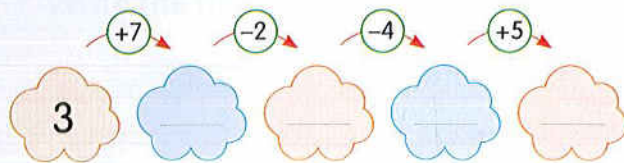


9 Decompose the following numbers.



Revision 4

1 Complete.



3 Arrange the numbers from the greatest to the least.

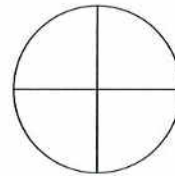


5 Mina has 45 L.E.
He bought a ball for 15 L.E.
How much money is remained with Mina ?



L.E.

2 Color one quarter.



4 Cross out the item that does not belong.

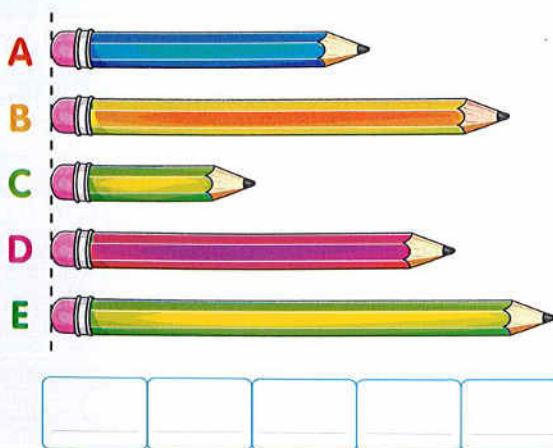


6 Write the suitable number.

$\xleftarrow{\text{One less}}$ 25

42 $\xrightarrow{\text{One more}}$

7 Arrange from the longest to the shortest.



8 Write the missing numbers.

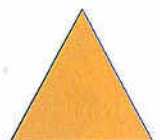
15 + = 18

- 10 = 63

9 Complete.

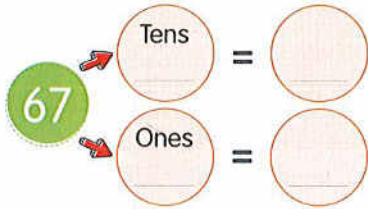
Number of sides

Number of corners (vertices)



Revision 5

1 Complete.



2 Complete.

58 is 10 more than

21 is 10 less than

3 Write the time.



o'clock



4 Match each kid to his/her pencil.



5 Write a suitable number.

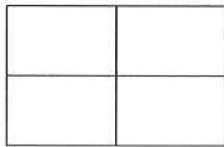
24 <

89 >

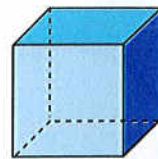
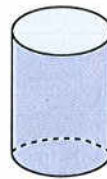
6 Circle the third (start from the arrow).



7 Color three fourths.



8 Circle the solid which has 2 circular flat faces.



9 Match the answers.

57

$84 - 30$

50

$26 + 31$

54

$12 + 20$

32

$65 - 15$

10 If you have



Write the left money if you want to buy the car.



63 L.E.

L.E.

CHAPTER

1



Outcomes and key vocabulary of chapter one

Lessons 1 & 2

Outcomes :

- Participate in calendar math activities.
- Collect and interpret data.

Key vocabulary :

- Calendar
- Bar graph
- Columns
- Rows
- Data
- Horizontal
- Vertical
- Categories

Lesson 3

Outcomes :

- Participate in calendar math activities.
- Interpret data in a bar graph.
- Use the symbols $>$, $=$, and $<$ to express comparisons.

Key vocabulary :

- Bar graph
- Compare
- Equal
- Fewest
- Most
- Greater than
- Less than
- Quantity

Lessons 4 & 5

Outcomes :

- Participate in calendar math activities.
- Collect and interpret data in a bar graph.
- Order a set of numbers from least to greatest.
- Solve put-together and take-apart problems about bar graph data.

Key vocabulary :

- Calendar
- Bar graph
- Data
- Table
- Compare
- Greatest
- Least
- Order
- Addition
- Subtraction
- Sum
- Difference

Lessons 6 : 8

Outcomes :

- Participate in calendar math activities.
- Skip count by 2s.
- Interpret a bar graph with a scale of 2.
- Skip count by 10s.
- Interpret a bar graph with a scale of 10.
- Interpret data in a bar graph.

Key vocabulary :

- Calendar
- Bar graph
- Data
- Compare
- Most
- Least
- Scale
- Skip counting

Lessons 9 & 10

Outcomes :

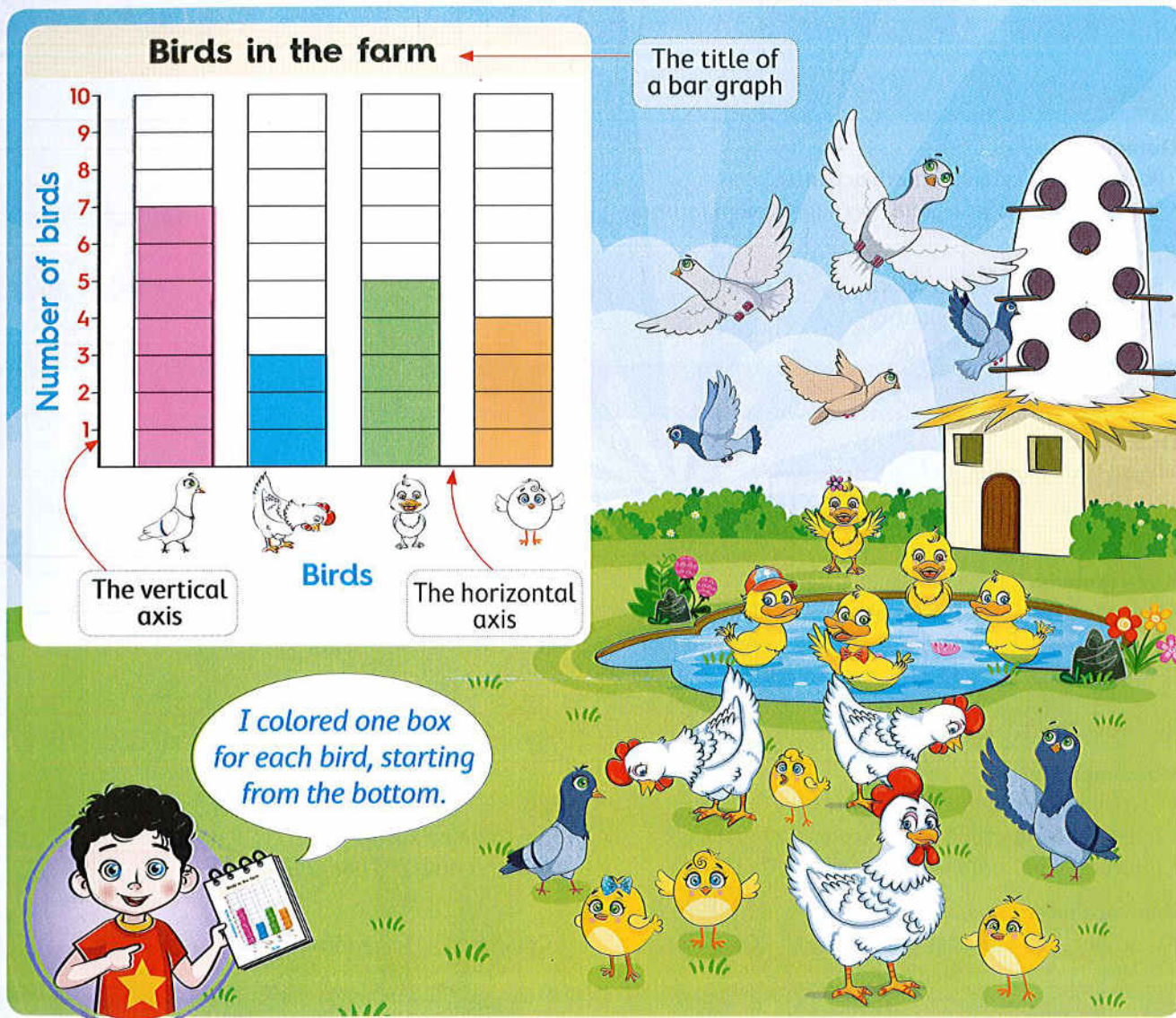
- Participate in calendar math activities.
- Solve put-together and take-apart problems about pictograph data.
- Interpret a bar graph with a scale of 2.
- Create a bar graph using data from a pictograph.
- Interpret a bar graph with a scale of 2.

Key vocabulary :

- Calendar
- Bar graph
- Pictograph
- Most
- Least
- Quantity
- Scale
- Key
- Data

Learn What is bar graph?

A **bar graph** is a chart uses bars (or columns) to show amounts.



From the graph

• The number of = 7

• The number of = 3

• The number of = 5

• The number of = 4

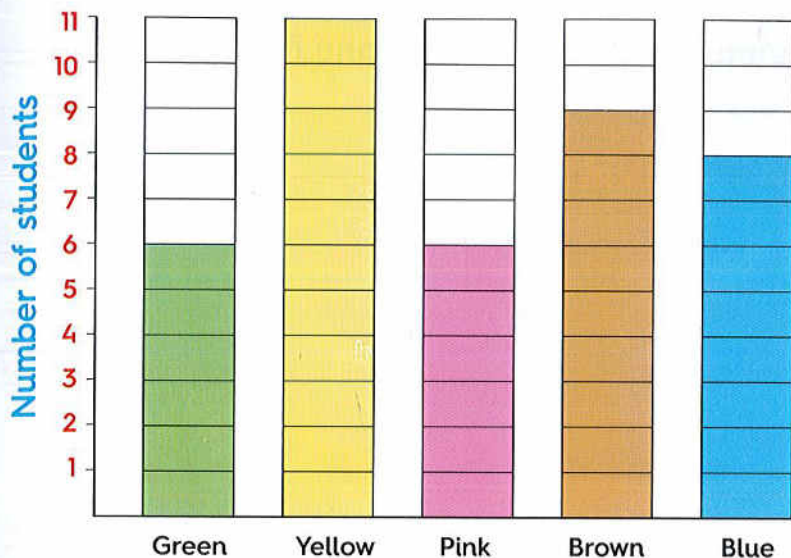
Notes for parents

- Help your child understand the bar graph, and then ask him/her to tell you what he/she recognized.
- Make sure that your child starts coloring from the bottom.



Check

Favorite color



Color



From the graph, complete.

- The number of students who liked yellow = _____
- The number of students who liked pink = _____
- The number of students who liked green = _____
- The number of students who liked brown = _____
- The number of students who liked blue = _____



- Ask your child to describe the data in the bar graph.
- Ask your child to explain how he/she uses the bar graph to complete the sentences.

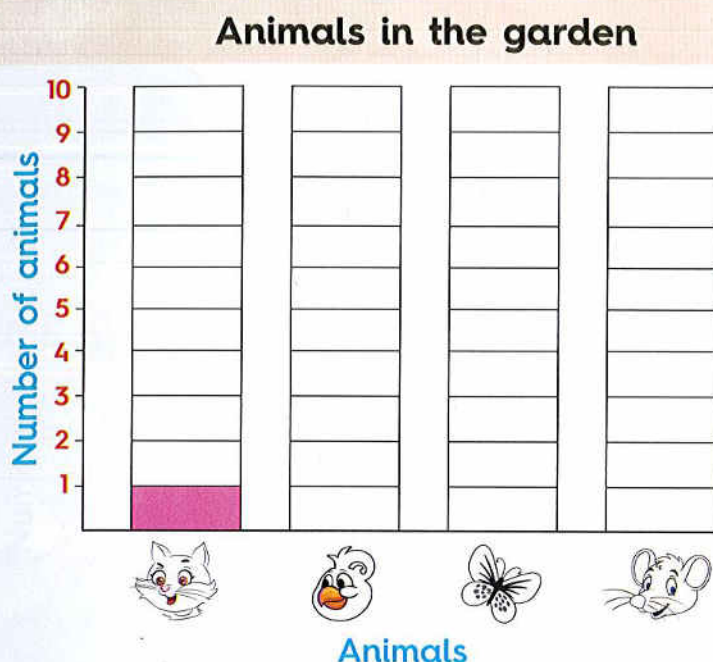
Exercise

1

The bar graph

On Lessons 1 & 2

1 Color one box for each animal. The first one is done for you.



From the bar graph, complete.

a. The number of = _____

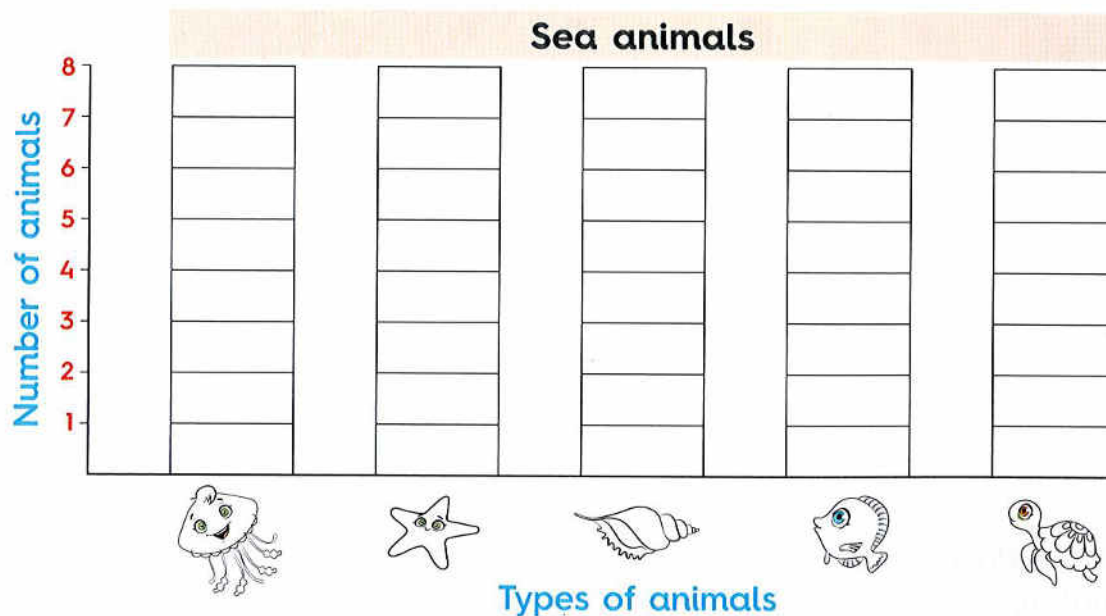
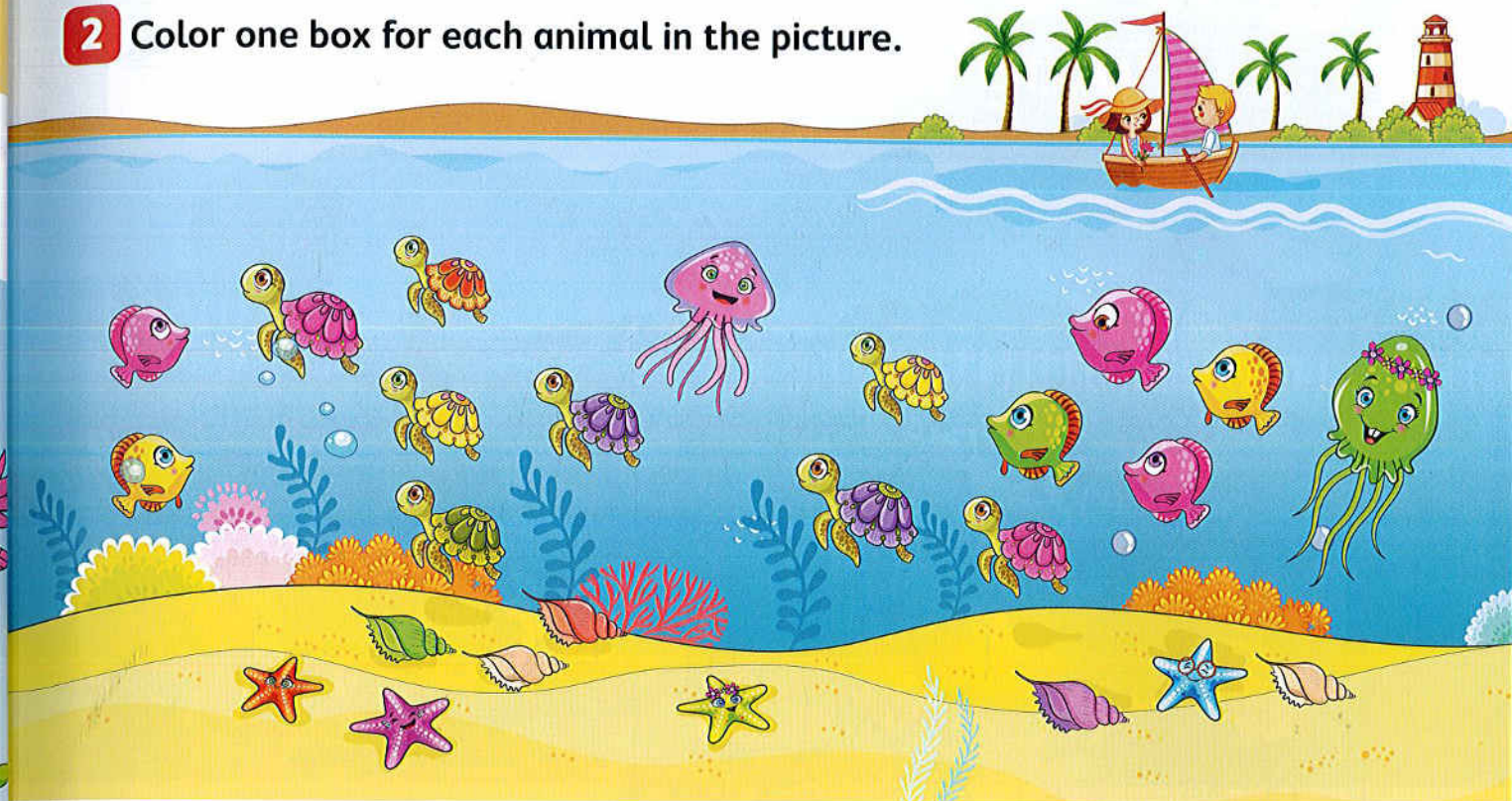
b. The number of = _____

c. The number of = _____

d. The number of = _____



2 Color one box for each animal in the picture.



From the bar graph, complete.

a. The number of  is _____

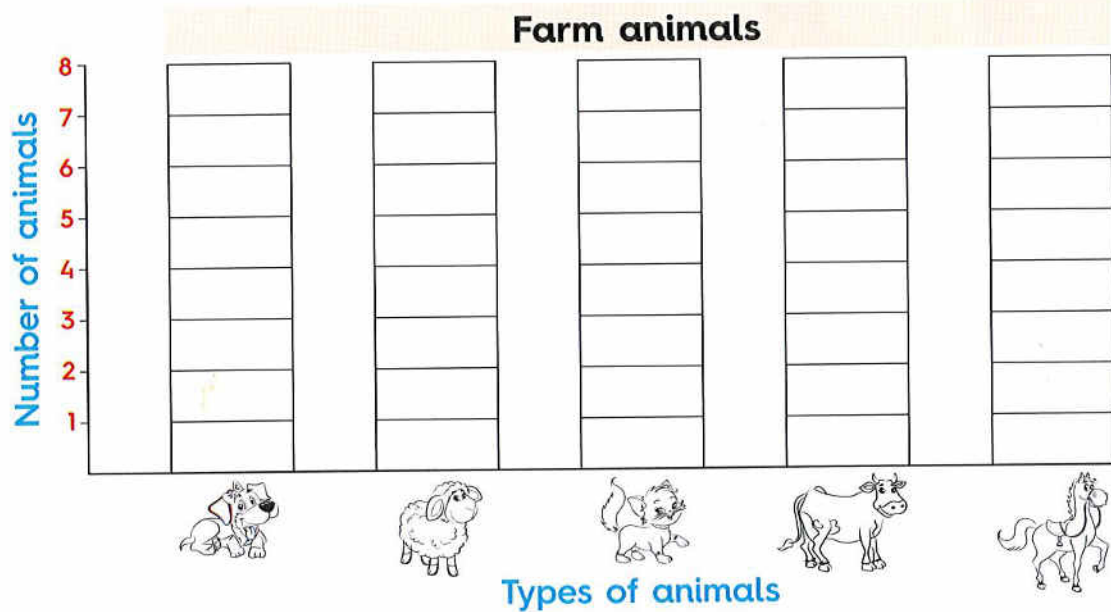
c. The number of  is _____

e. The number of  is _____




b. The number of  is _____



d. The number of  is _____

3 There are different animals in a farm. Color one box for each animal.



From the bar graph, complete.

- a. The number of  is _____
- c. The number of  is _____
- e. The number of  is _____

- b. The number of  is _____
- d. The number of  is _____

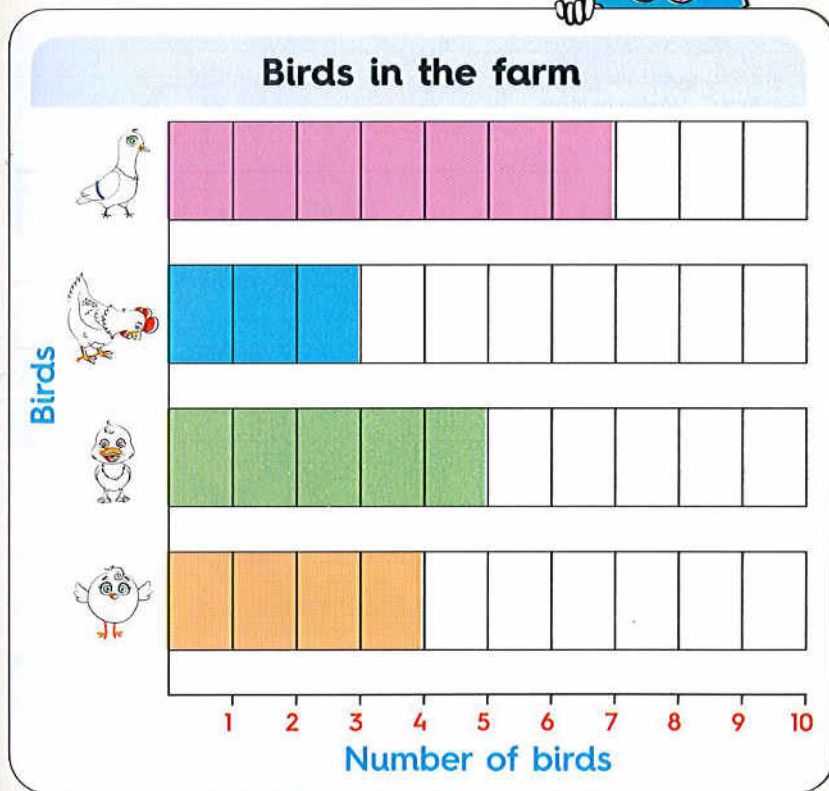
Place a smiley face

Horizontal bar graph

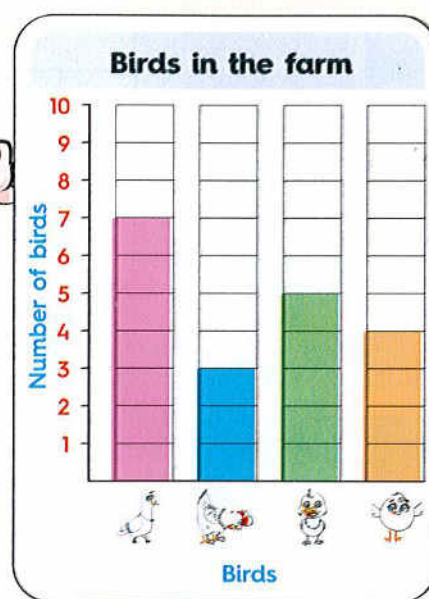
Learn

Horizontal bar graph is another version of bar graph, the bars are going across the graph instead of up.

I have converted the same information from the vertical format into horizontal format.



Horizontal bar graph



Vertical bar graph

Note :

The graphs look different but the information is the same in both.

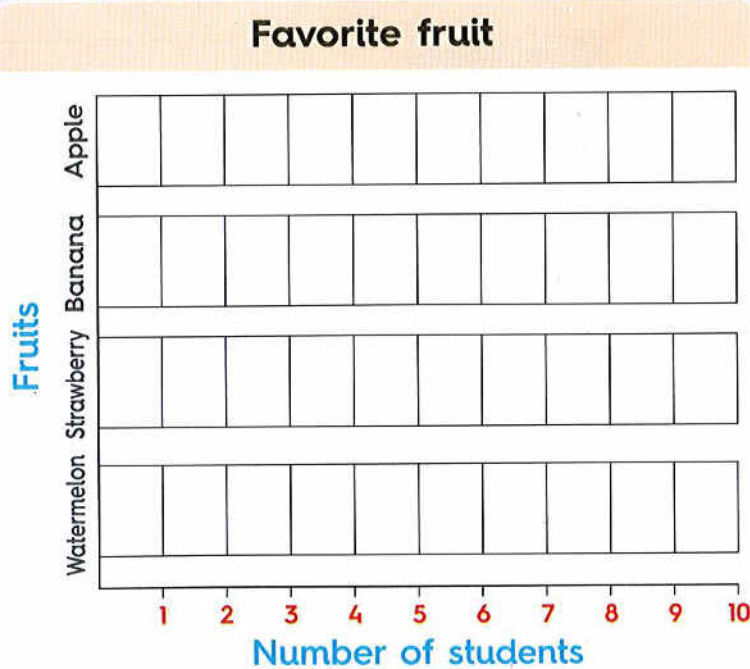
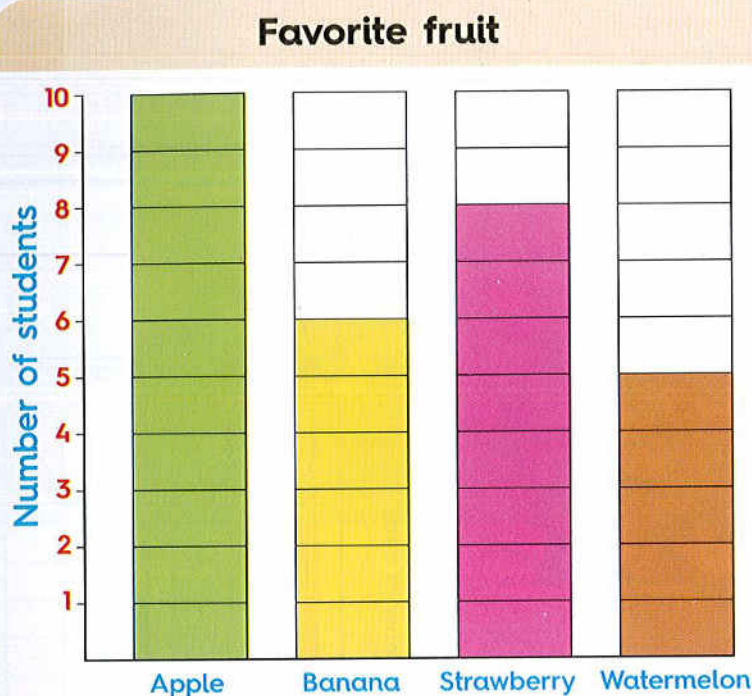
Notes for parents

- Help your child know that the two bar graphs are the same. Both versions of the graph have bars of the same quantity.



Check

Convert the same information from the vertical bar graph into a horizontal bar graph.



Notes for parents

- Help your child convert the same information from the vertical format into the horizontal format.

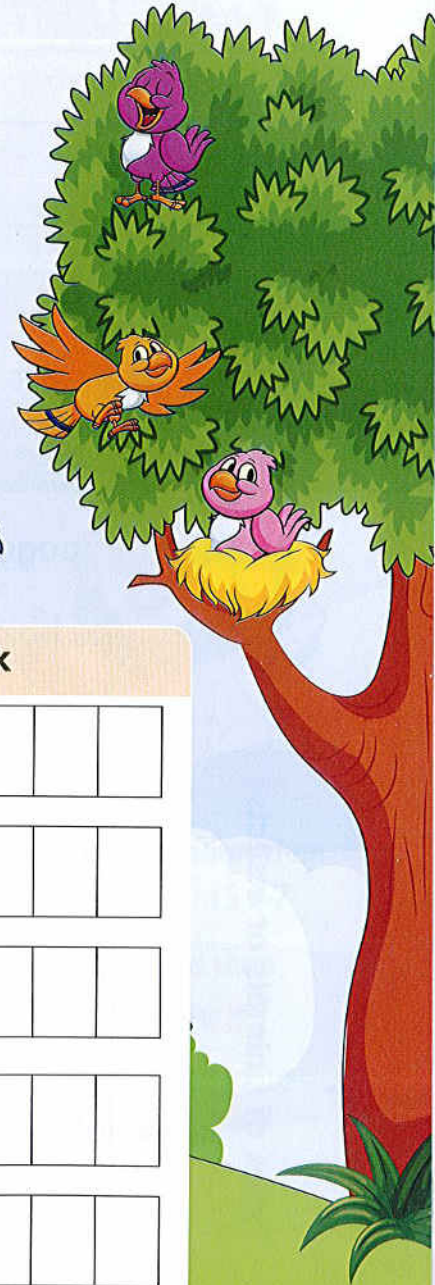
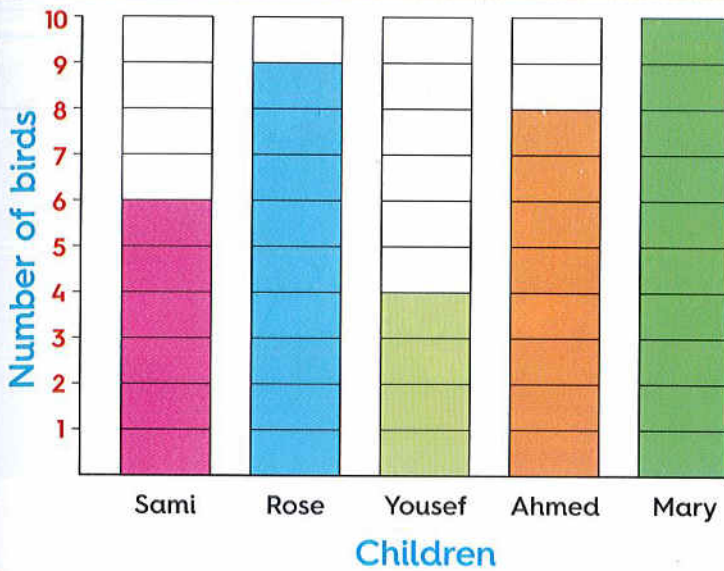
Exercise 2

Horizontal bar graph

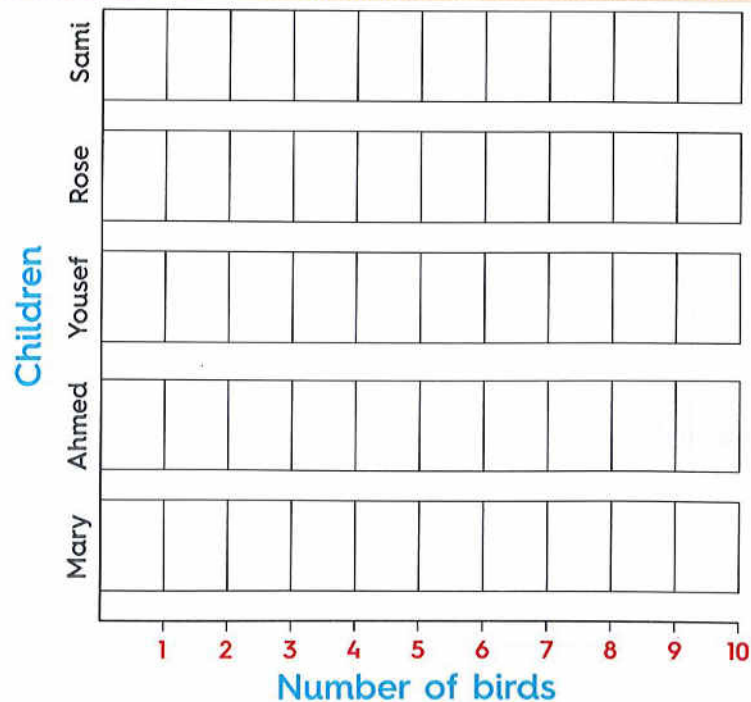
On Lesson 3

- 1 Convert the same information from the vertical bar graph into a horizontal bar graph.

Birds seen at the park



Birds seen at the park





2 In **BOTH** pages :



Color one box for each animal or insect.

Types of animals or insects

In the farm

Cow										
Hen										
Horse										
Rabbit										
Bee										

1 2 3 4 5 6 7 8 9 10

Number of animals or insects



Use the bar graph. Complete using $>$, $<$ or $=$.

a. Number of bees _____ _____ Number of hens

b. Number of rabbits _____ _____ Number of cows

c. Number of horses _____ _____ Number of bees

d. Number of hens _____ _____ Number of rabbits

e. Number of cows _____ _____ Number of horses



Remember that

" $>$ " means greater than

For example : $15 > 7$

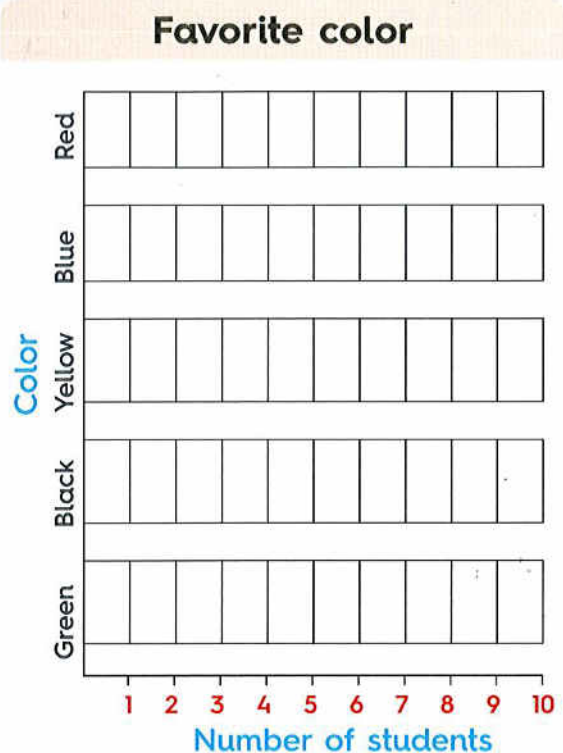
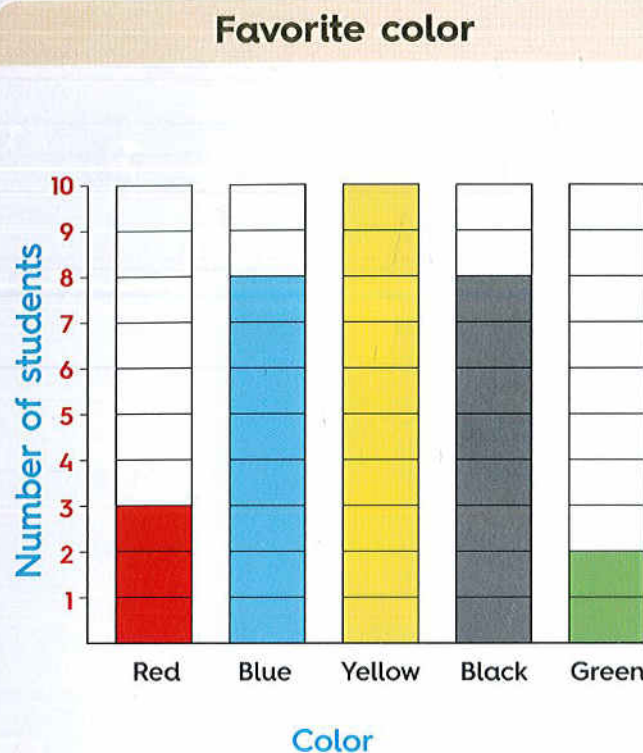
" $<$ " means less than

For example : $5 < 7$

" $=$ " means is equal to

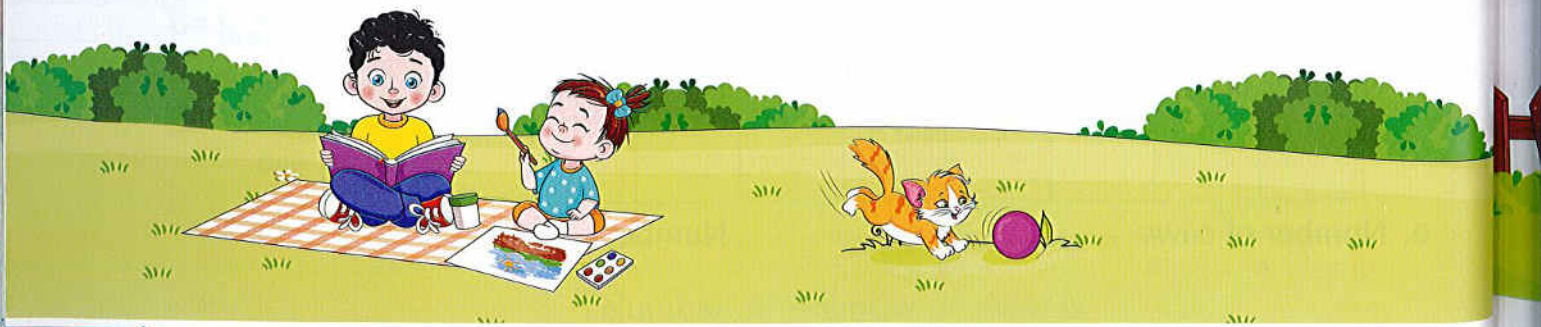
For example : $7 = 7$

- 3** Convert the same information from the vertical bar graph into a horizontal bar graph.

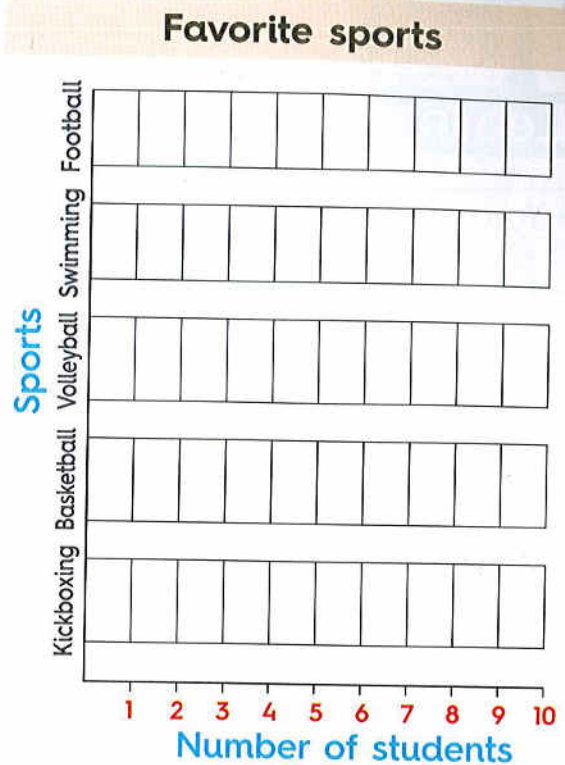
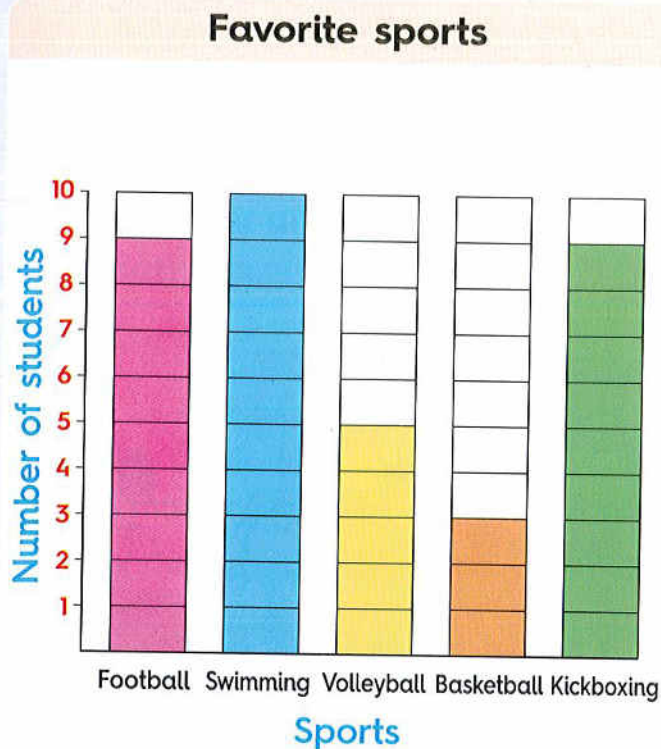


Use the bar graph. Complete using $>$, $<$ or $=$.

- a. Number of students who liked green Number of students who liked blue
- b. Number of students who liked yellow Number of students who liked black
- c. Number of students who liked red Number of students who liked yellow
- d. Number of students who liked blue Number of students who liked black



- 4 Convert the same information from the vertical bar graph into a horizontal bar graph.



Use the bar graph. Complete using $>$, $<$ or $=$.

- a. Number of students who liked football Number of students who liked kickboxing
- b. Number of students who liked swimming Number of students who liked volleyball
- c. Number of students who liked basketball Number of students who liked football
- d. Number of students who liked football Number of students who liked swimming



Place
a smiley
face

Lessons 4 & 5

- Table and bar graph
- Solving problems about data

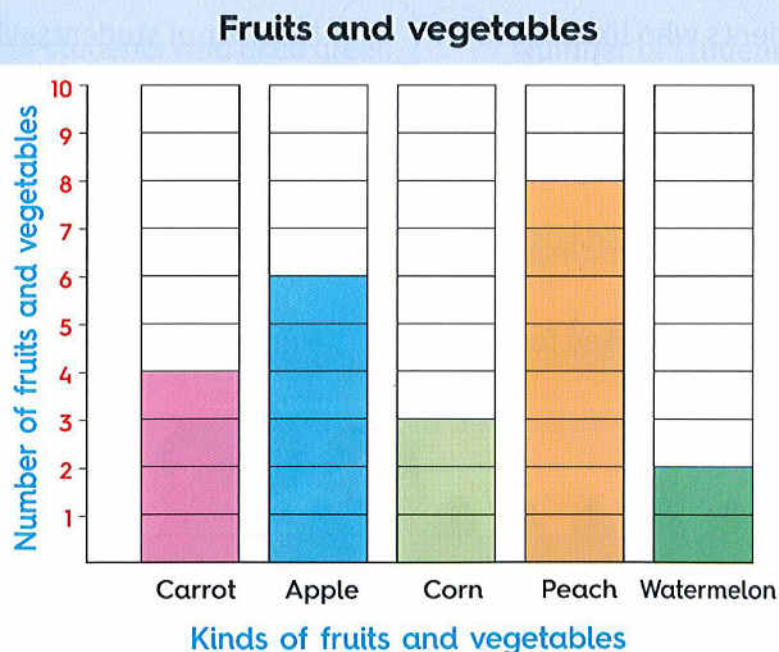
Learn Table and bar graph

- You can show data in more than one way.
- The following table shows the numbers of fruits and vegetables at the farm stand.

Fruits and vegetables	
Kind	Number
Carrot	4
Apple	6
Corn	3
Peach	8
Watermelon	2



- The following bar graph shows the same data.



Notes for parents

- Ask your child to explain how to convert the table to bar graph.
- Ask him/her to find the most and the least kind of fruits and vegetables in the bar graph.

Learn Solving problems about data

A **bar graph** is a way to represent data visually.

Reading a bar graph gives you information.

◦ Here are some information from the opposite bar graph :

◦ The subject which liked the least is **science**.

◦ The subject which liked the most is **Arabic**.

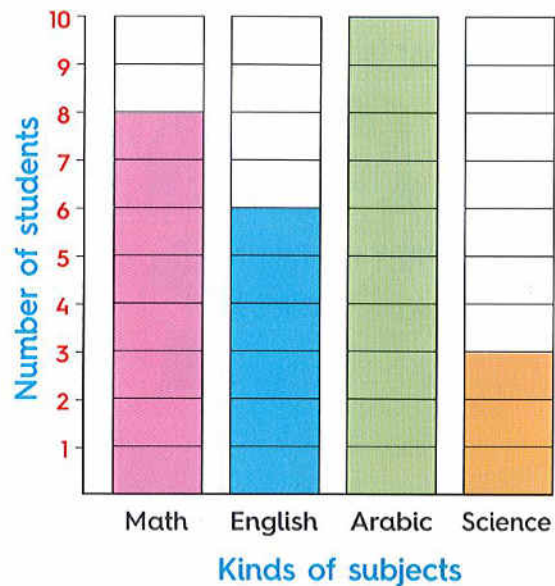
◦ The number of students who liked math and English is **14**.

◦ The number of students who liked more Arabic than science is **7**.

You read this bar graph from bottom to top.



Subjects we like



Think

You can add to solve a problem.

$$8 + 6 = 14$$

Think

You can subtract to solve a problem.

$$10 - 3 = 7$$

- To find the number of students who liked more Arabic than science, your child may count the rows between Arabic and science, or count up from 3 to 10 or subtract the smaller number 3 from the bigger number 10.

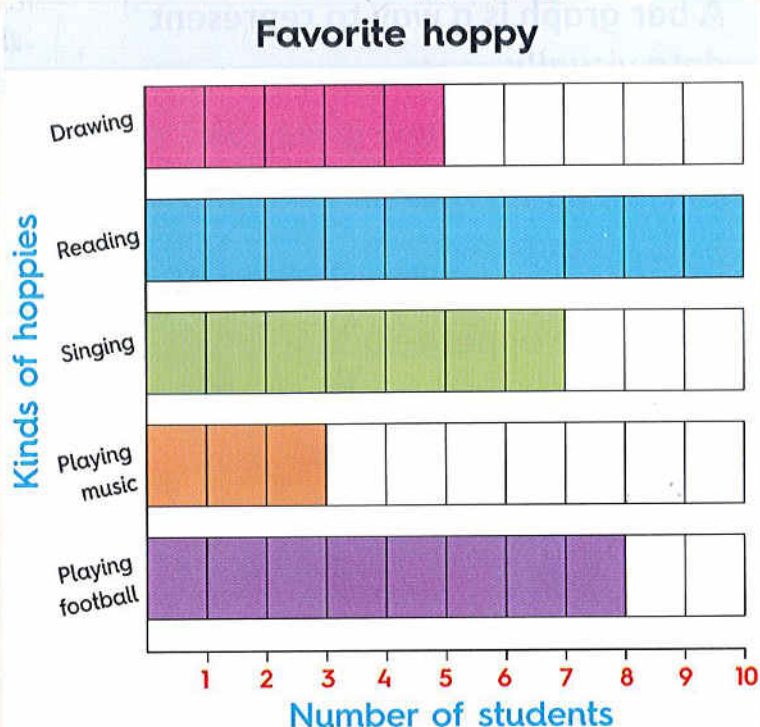
You read this bar graph from left to right.



Here are some information from the opposite bar graph :

The hobby which liked the least is **playing music**.

The hobby which liked the most is **reading**.



The number of students who liked drawing and singing in all is **12**.

Think

You can add to solve a problem.

$$5 + 7 = 12$$

The number of students who liked playing football more than drawing is **3**.

Think

You can subtract to solve a problem.

$$8 - 5 = 3$$

The number of students who liked reading, playing music and playing football all together is **21**.

Think

You can add to solve a problem.

$$10 + 3 + 8 = 21$$

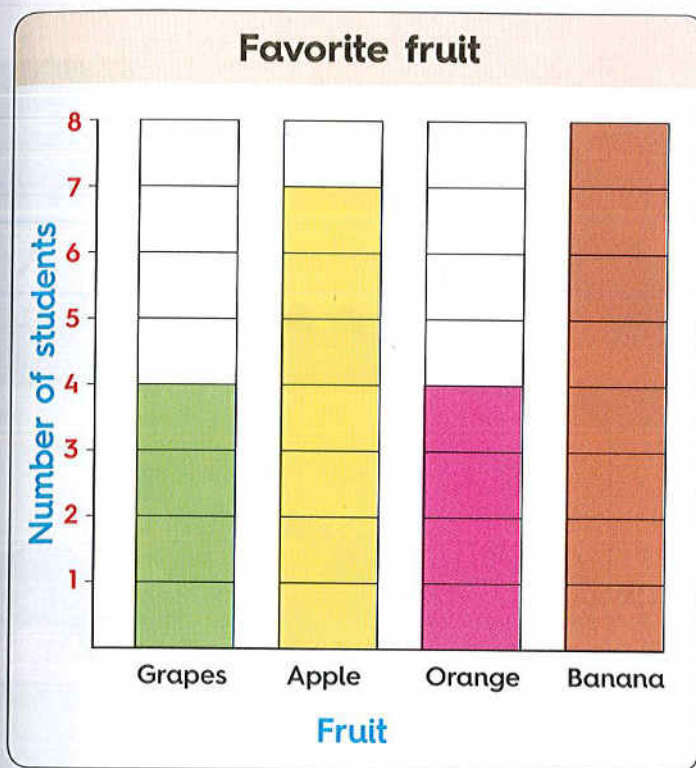
Notes for parents

- Help your child do a lot of different things with data in graph, such as : add two categories together and find the sum, or subtract two categories and find the difference.



Check

Use the bar graph to complete the table.



Favorite fruit				
Fruit	Grapes	Apple	Orange	Banana
Number of students				



Answer the following questions.

- How many students liked grapes ? _____
- How many students liked apple ? _____
- Which fruit is liked the most ? _____
- How many students in all liked apple and orange ? _____
- How many students in all liked grapes and banana ? _____
- How many students liked banana more than grapes ? _____
- How many students in all liked orange and grapes ? _____
- How many students liked apple more than orange ? _____

- Help your child describe the information in the bar graph and answer the questions about data.
- Let your child decide the operation of addition or subtraction in this page to answer the questions.

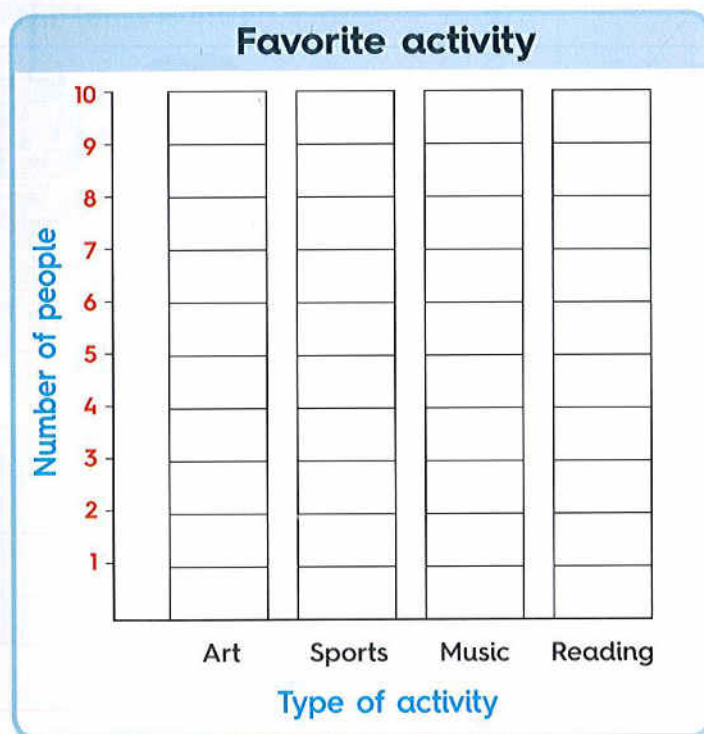
Exercise 3

- Table and bar graph
- Solving problems about data

On Lessons 4 & 5

1 Read the table. Shade in the graph to show the same data.

Favorite activity				
Type	Art	Sports	Music	Reading
Number	4	7	5	10



Use the graph to answer the questions.

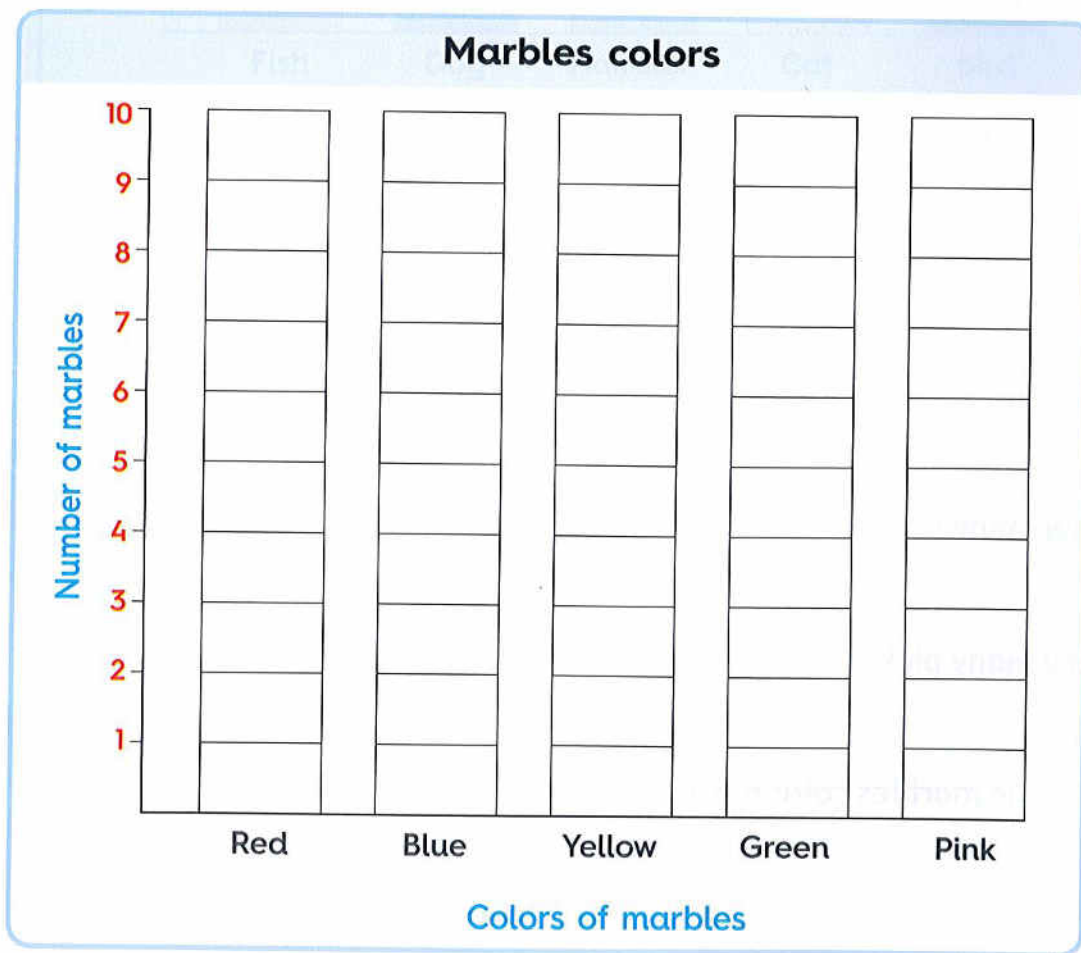
- Which activity is the most favorite ? _____
- Which activity is the fewest favorite ? _____
- How many students in all liked art and music ? _____
- How many students in all liked sports and reading ? _____
- How many students liked sports more than music ? _____
- How many students in all liked sports and music ? _____

2 Look at the picture, then complete the table.

Marbles colors	
Color	Number
Red	_____
Blue	_____
Yellow	_____
Green	_____
Pink	_____



 From the table color the bar graph.



Exercise



Use the previous bar graph to complete the sentences from a to d.

a. The color of the most marbles is _____

b. The color of the least marbles is _____

c. The number of yellow marbles is _____

d. The number of pink marbles is _____



Use the previous bar graph to answer the questions from e to k.

e. How many red and yellow marbles are there? _____

f. How many blue and green marbles are there? _____

g. How many pink and red marbles are there? _____

h. How many blue marbles more than green marbles? _____

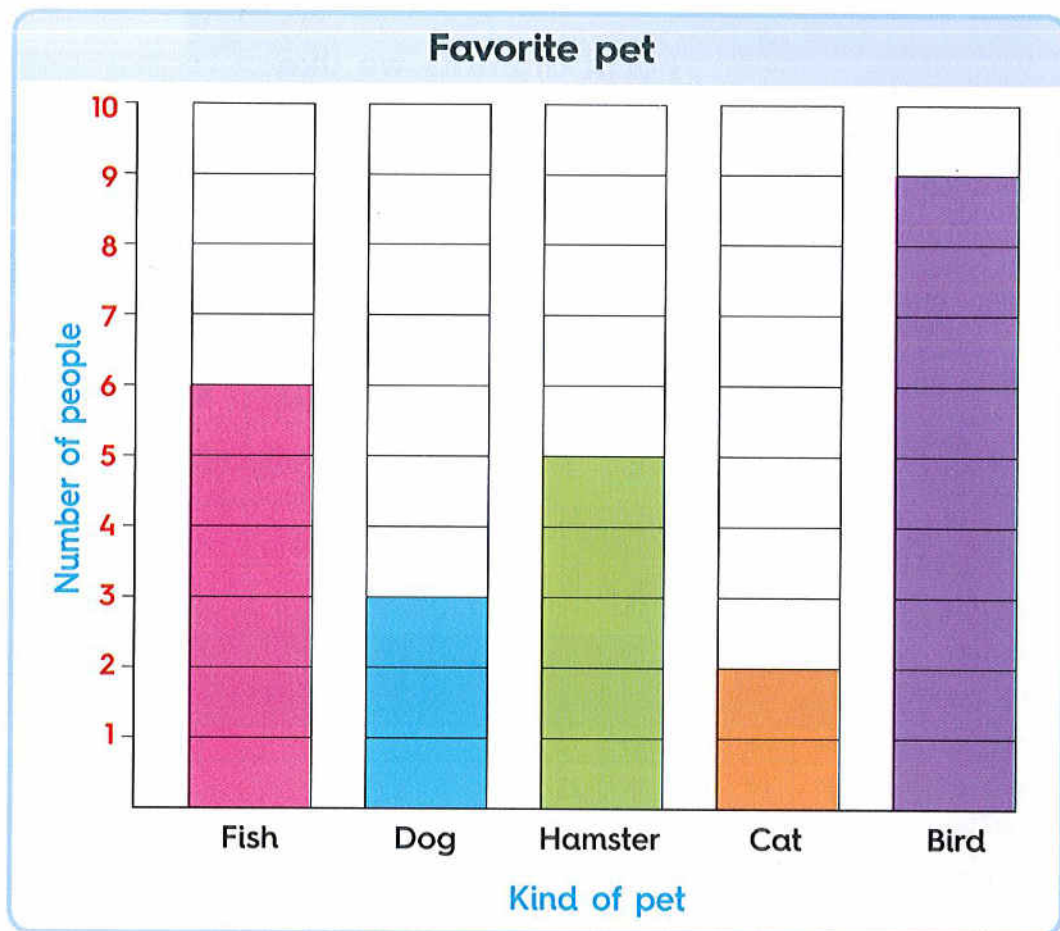
i. How many red marbles more than yellow marbles? _____

j. How many pink marbles more than red marbles? _____

k. List the marbles color data from the least to the greatest.

_____, _____, _____, _____, _____

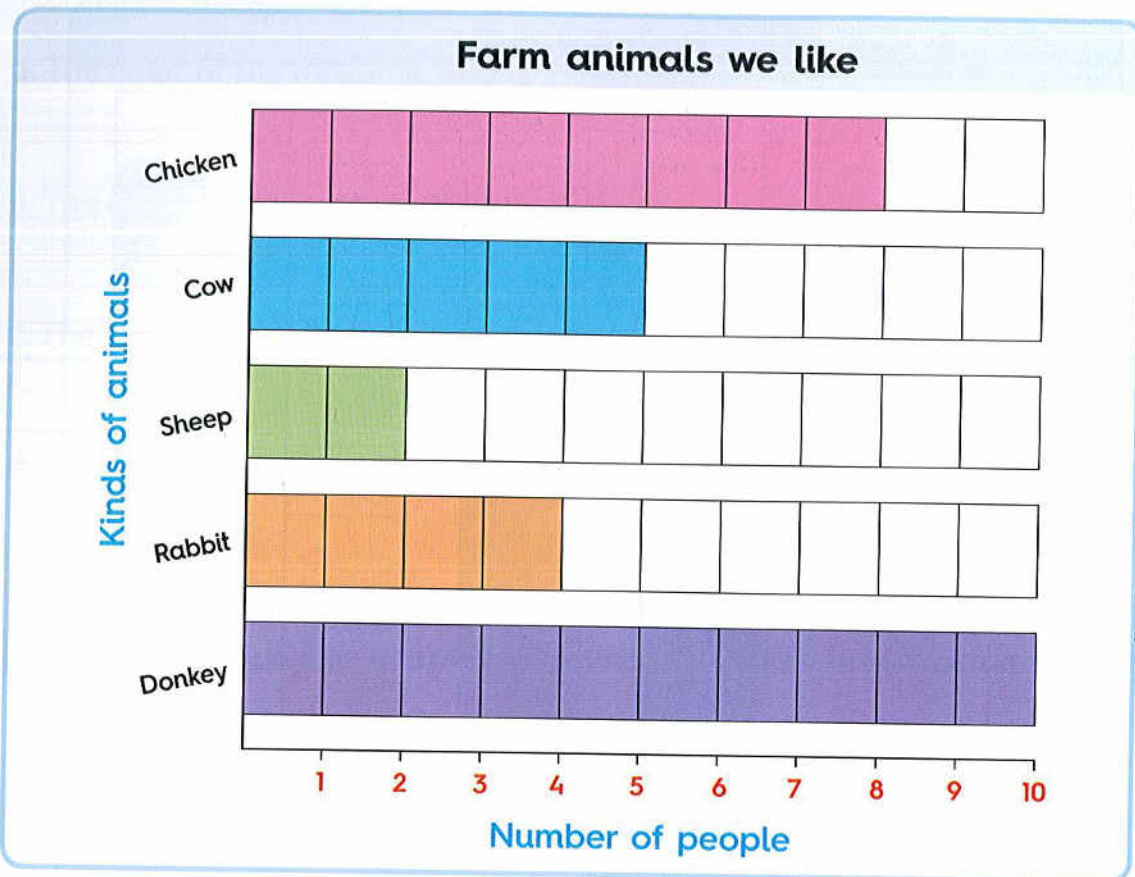
3 Use the following bar graph to answer the questions.



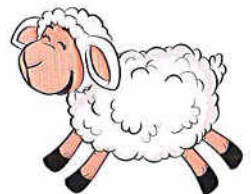
- a. Which pet is liked the least ? _____
- b. Which pet is liked the most ? _____
- c. How many people in all liked birds and cats ? _____
- d. How many people in all liked hamsters and dogs ? _____
- e. How many people liked hamsters more than dogs ? _____
- f. How many people liked fish more than cats ? _____
- g. How many people in all liked dogs, hamsters and fish ? _____
- h. How many people in all liked cats, birds and hamsters ? _____



4 Use the following bar graph to answer the questions.



- a. Which animal is liked the most ? _____
- b. Which animal is liked the least ? _____
- c. How many people in total liked cows and sheep ? _____
- d. How many people in total liked chicken and rabbits ? _____
- e. How many more people liked chicken than rabbits ? _____
- f. How many more people liked donkey than cows ? _____
- g. How many people in all liked cows, rabbits and donkeys ? _____
- h. How many people in all liked chicken, sheep and cows ? _____



Pre-study

Skip counting by 2s

Start on **2** on the chart. Count forward by **2s**.

2, **4**, **6**, **8**, **10**, **12**, ...

You skipped 3, 5, 7, 9, 11, ...

Practice:

- Start on 6. Skip count by 2s.

Write the numbers

, , ,
 , ,

Skip counting by 2s will help you when working with a bar graph of a scale of 2.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip counting by 10s

Start on **10** on the chart. Count forward by **10s**.

10, **20**, **30**, **40**, **50**, **60**, ...

You simply move down one row each time.

Practice:

- Start on 4. Skip count by 10s.

Write the numbers

, , ,
 , ,

Skip counting by 10s will help you when working with a bar graph of a scale of 10.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Notes for parents

- Ask your child to show you how to count by 2s and 10s using the chart.

Learn Bar graph with a scale of 2

You can use any scale for a bar graph. Here are two bar graphs that show the same data with different scales.



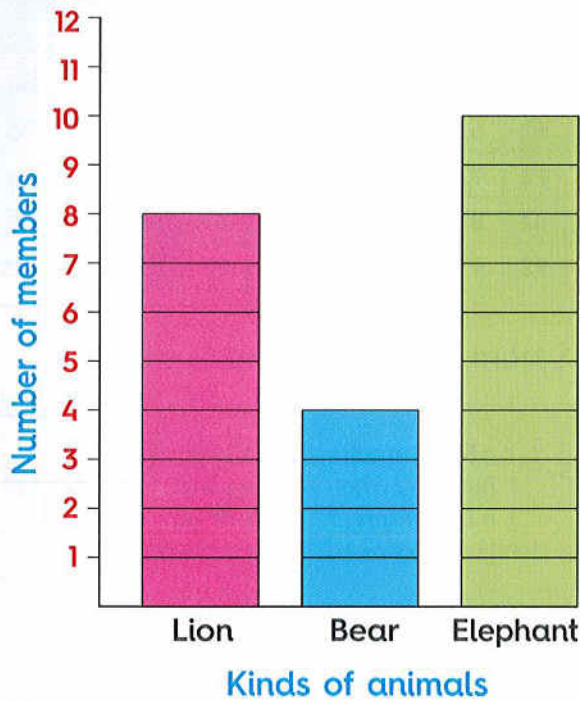
Each box in the bar graph of scale 1 represents 1 member.

Each box in the bar graph of scale 2 represents 2 members.

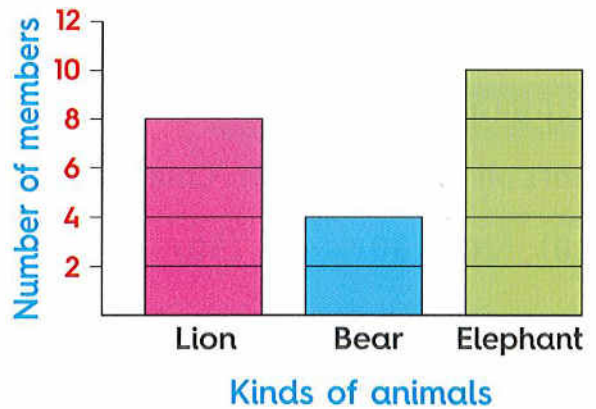
Mark uses a **scale of 1**

Sarah uses a **scale of 2**

Favorite zoo animals



Favorite zoo animals



- Which animal is liked the least? Bear
- Which animal is liked the most? Elephant
- How many people liked lion and bear? $8 + 4 = 12$
- How many people liked elephant more than bear? $10 - 4 = 6$



Notes for parents

- Train your child to skip counting by 2s.
- Tell your child that two boxes of bar graph with a scale of 1 equals 5 one box of bar graph with a scale of 2.

Learn

Bar graph with a scale of 10

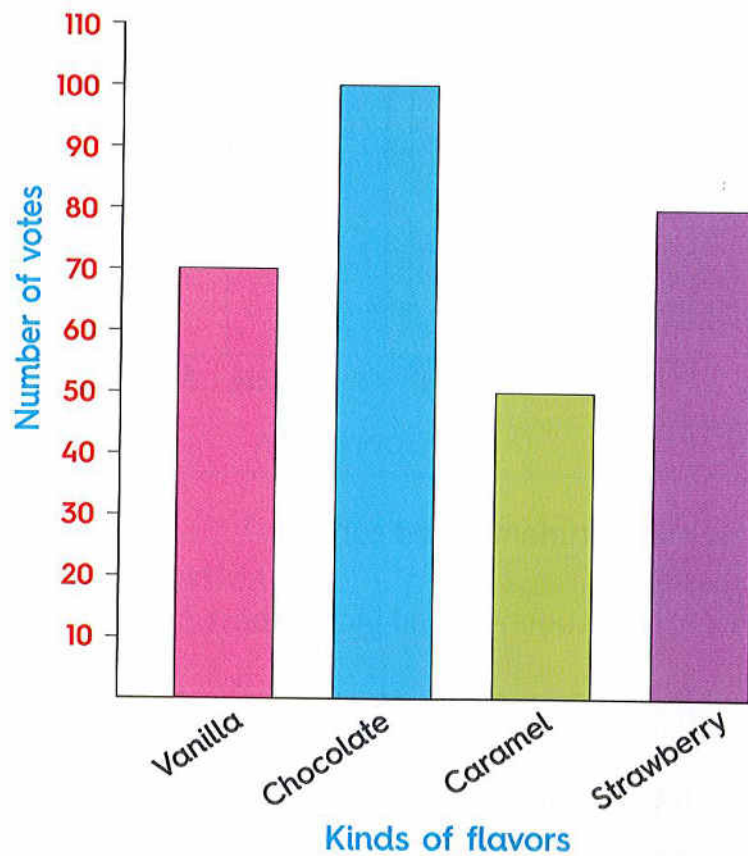
The following table is a voted table of 300 people for their favorite ice cream flavor.

The data on the table is represented on bar graph with a scale of 10 because the number of people is big.



Favorite ice cream flavor

Favorite ice cream flavor	
Flavor	Number
Vanilla	70
Chocolate	100
Caramel	50
Strawberry	80



- Which ice cream flavor is liked the least ? Caramel
- Which ice cream flavor is liked the most ? Chocolate
- How many votes in all liked vanilla and chocolate ? $70 + 100 = 170$
- How many more votes liked strawberry than vanilla ? $80 - 70 = 10$

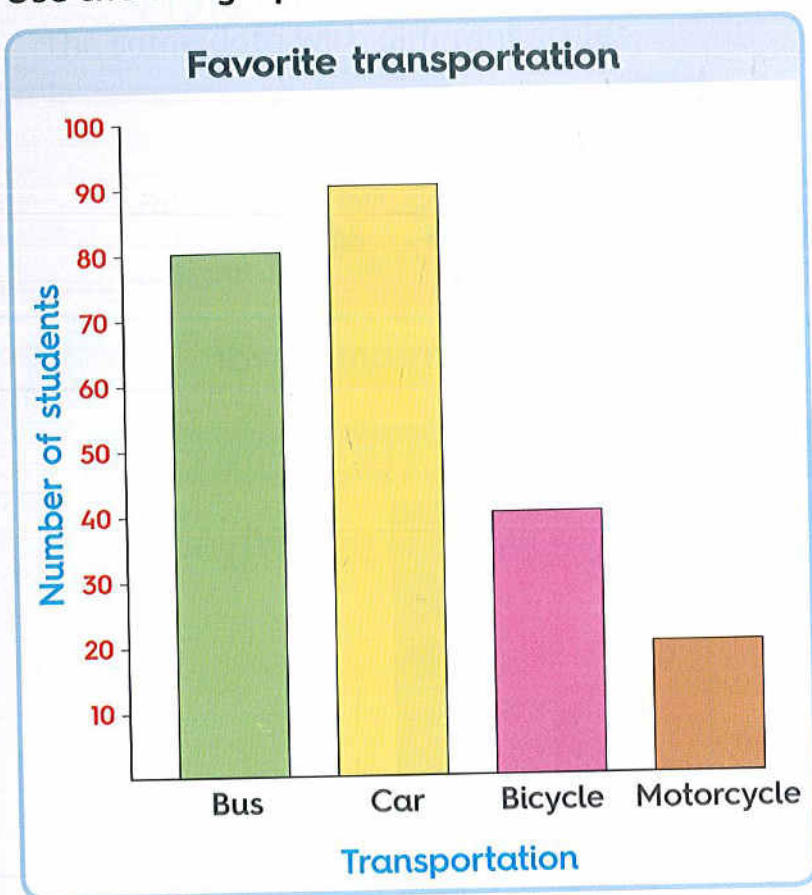


- Train your child to skip counting by 10s.
- Ask your child why might we need to count by 10s instead of 1s when making a graph ?

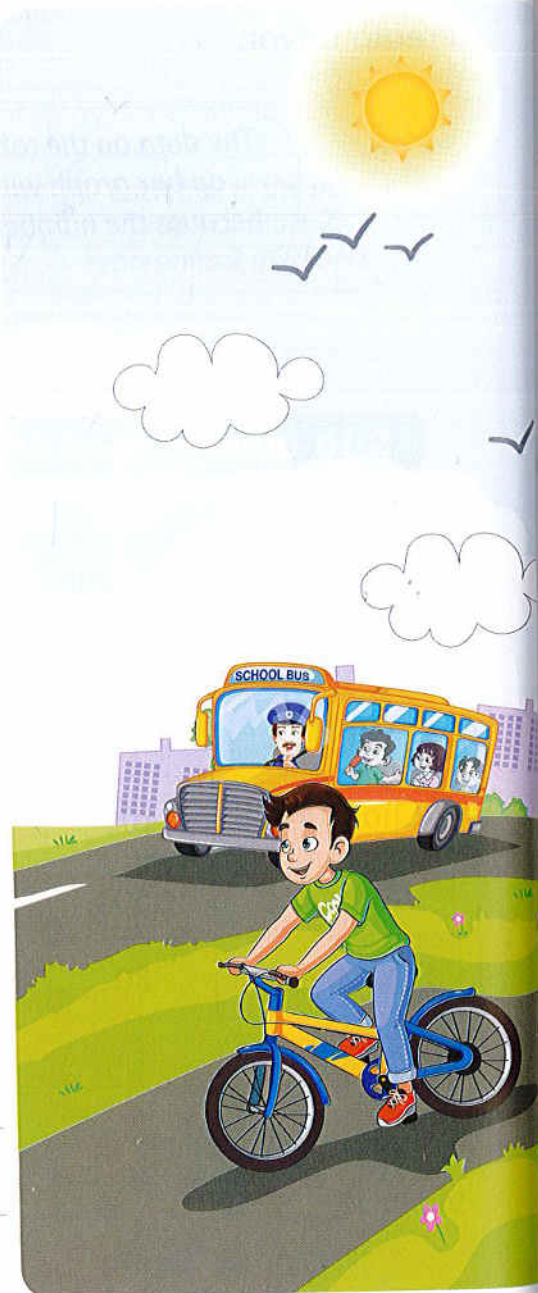


Check

Use the bar graph to answer the questions.



- How many students liked car best ? _____
- How many students liked bicycle best ? _____
- Which transportation is liked the most ? _____
- Which transportation is liked the least ? _____
- How many students liked bus and car ? _____
- How many students liked motorcycle and car ? _____
- How many more students liked bus than bicycle ? _____
- How many more students liked bicycle than motorcycle ? _____
- How many students liked bus, bicycle and car ? _____



Notes for parents

- Make sure that your child uses the bar graph to answer the questions.
- Help your child solve the problems using the numbers chart.

Exercise 4

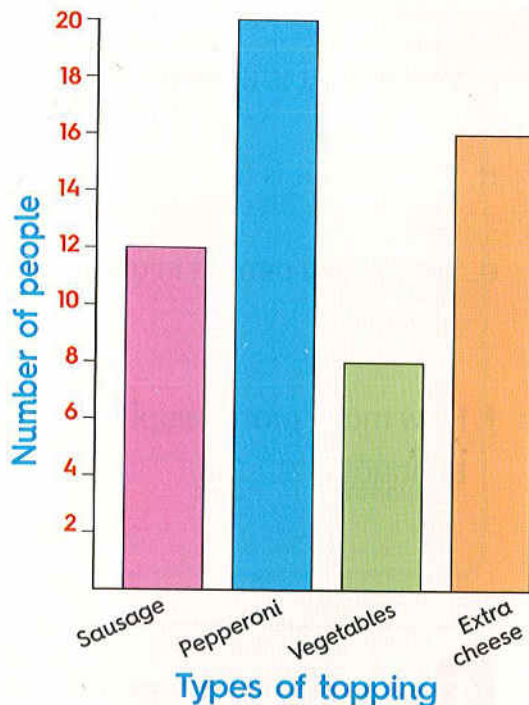
Bar graph with a scale of 2 or 10

On Lessons 6 : 8

1 Use the bar graph to answer the questions.

- How many people liked sausage best ? _____
- How many people liked extra cheese best ? _____
- Which pizza topping is liked the least ? _____
- Which pizza topping is liked the most ? _____
- How many people in all liked sausage and vegetables pizza ? _____
- How many more people liked pepperoni than extra cheese ? _____

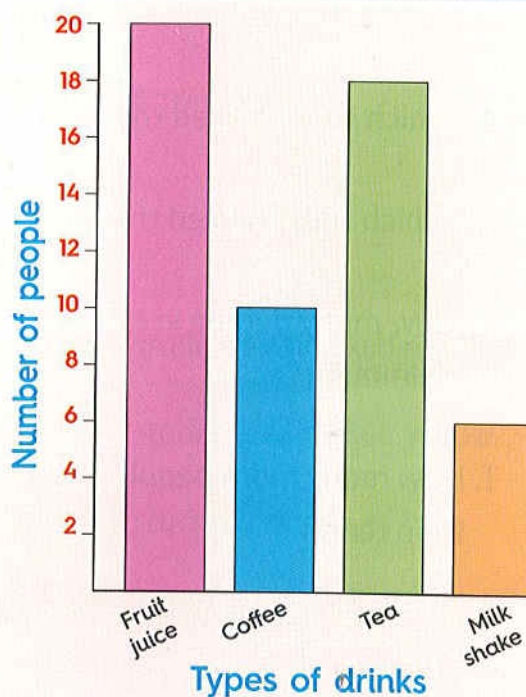
Favorite pizza topping



2 Use the bar graph to answer the questions.

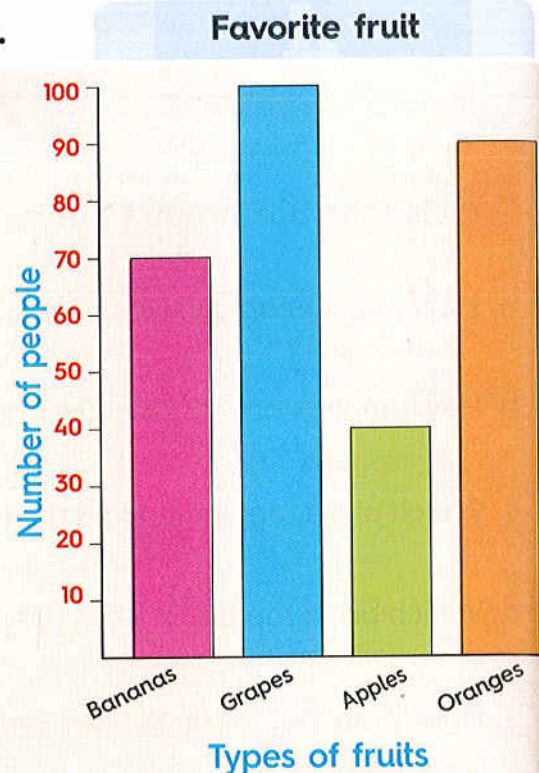
- How many people liked fruit juice best ? _____
- How many people liked tea best ? _____
- Which drink is liked the least ? _____
- Which drink is liked the most ? _____
- How many people in all liked tea and milk shake ? _____
- How many more people liked fruit juice than coffee ? _____

Favorite drinks



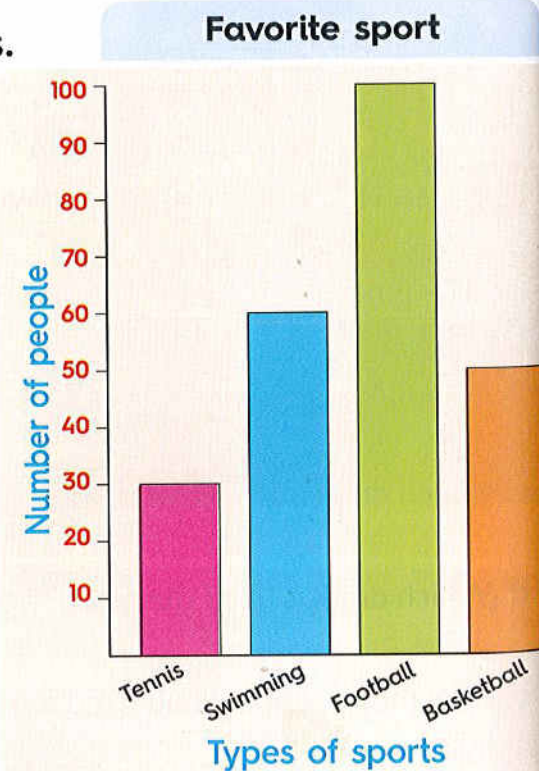
3 Use the bar graph to answer the questions.

- a. How many people liked bananas best ? _____
- b. How many people liked oranges best ? _____
- c. Which fruit is liked the least ? _____
- d. Which fruit is liked the most ? _____
- e. How many people in all liked grapes and apples ? _____
- f. How many more people liked oranges than bananas ? _____



4 Use the bar graph to answer the questions.

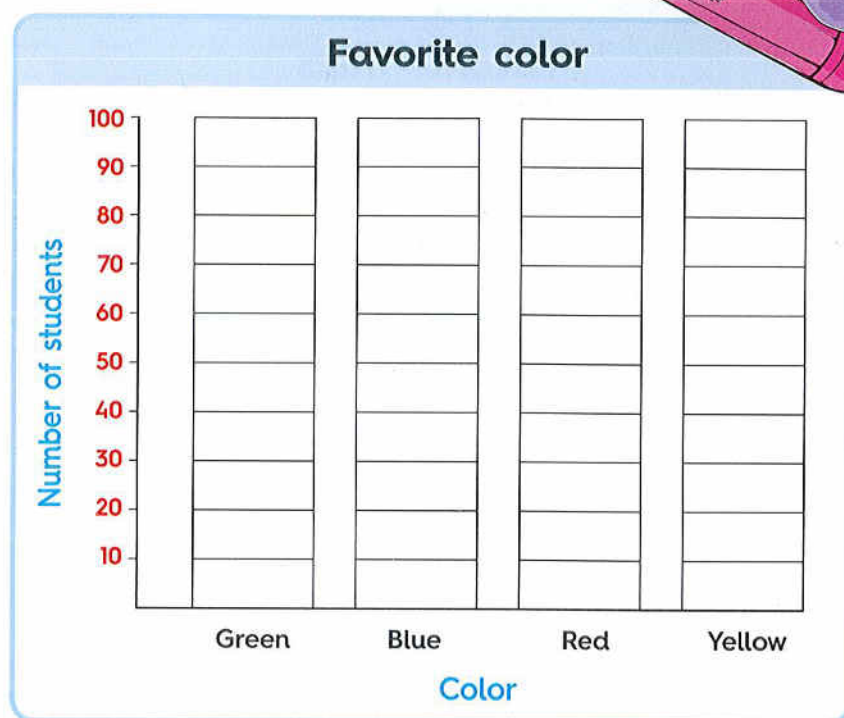
- a. How many people liked basketball best ? _____
- b. How many people liked swimming best ? _____
- c. Which sport is liked the least ? _____
- d. Which sport is liked the most ? _____
- e. How many people in all liked football and swimming ? _____
- f. How many more people liked basketball than tennis ? _____



5 Use the following table to color the bar graph.



Favorite color	
Favorite color	Number of students
Green	70
Blue	50
Red	90
Yellow	70



Use the bar graph :

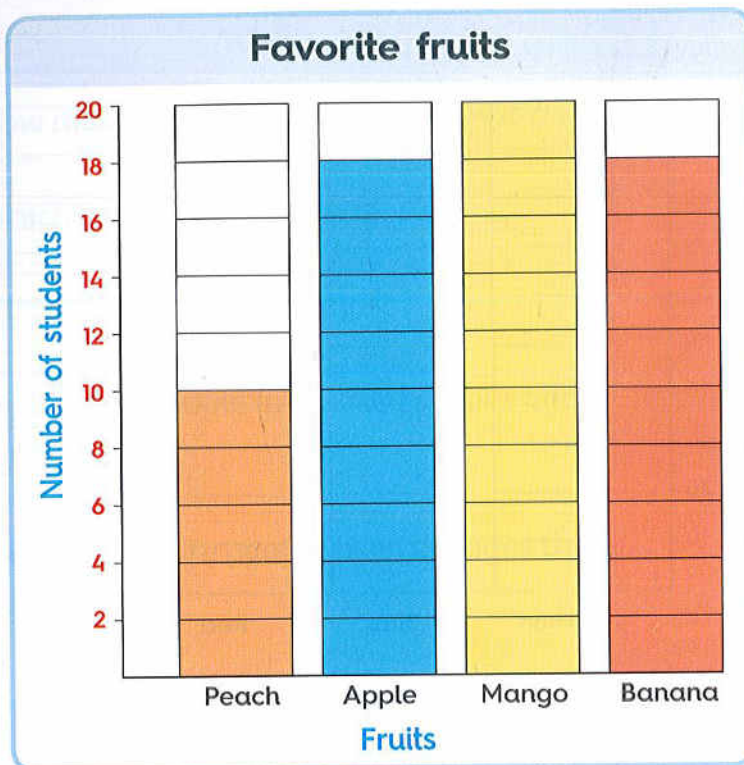
1. Write (✓) to the correct statement and (X) to the incorrect statement.

- a. The number of students who liked blue is 40. ()
- b. The number of students who liked red and yellow is 160. ()
- c. The difference between the number of students who liked green and yellow is 140. ()

2. Complete using $>$, $<$ or $=$.

- a. The number of students who liked blue ☐ The number of students who liked red
- b. The number of students who liked green ☐ The number of students who liked yellow
- c. The number of students who liked green ☐ The number of students who liked blue
- d. The number of students who liked yellow ☐ The number of students who liked red

6 Look at the favorite fruits graph and complete the table.



Favorite fruits	
Favorite fruits	Number of students
Peach	_____
Apple	_____
Mango	_____
Banana	_____



Use the bar graph :

1. Complete using $>$, $<$ or $=$.

- Number of students who liked apple ☐ Number of students who liked banana
- Number of students who liked mango ☐ Number of students who liked peach
- Number of students who liked peach ☐ Number of students who liked banana

2. Answer the following questions.

- How many students liked apple the best ? _____
- Which fruit is liked the most ? _____
- Which fruit is liked the least ? _____
- How many students liked apple and peach ? _____
- How many more students liked mango than banana ? _____
- How many more students liked apple than peach ? _____



Learn Pictograph

A **pictograph** is another way to show data.

A pictograph uses pictures to tell how many.


























Here are two pictographs that show the same data with different keys.

The key tells each  represents **1** vote.



The key tells each  represents **2** votes.



Amir's way

Favorite art materials	
Painter	   
Marker	       
Clay	    
Crayons	     
Colored pencils	 

key  = 1 vote

Magy's way

Favorite art materials	
Painter	 
Marker	   
Clay	  
Crayons	  
Colored pencils	

key  = 2 votes
 = 1 vote

 From the pictograph :

- The number of students who liked marker is **8**
- The number of students who liked clay is **5**
- The number of students who liked painter and colored pencils is **$4 + 2 = 6$**
- How many more students liked marker than crayons ? **$8 - 6 = 2$**

Notes for parents

- Make sure that your child understand that the key tells how many each picture stands for.

Learn Pictograph and bar graph

We can represent the data of the pictograph in a bar graph.

I converted the data on pictograph into bar graph and I preferred the bar graph with a scale of 2 to match the key of pictograph.

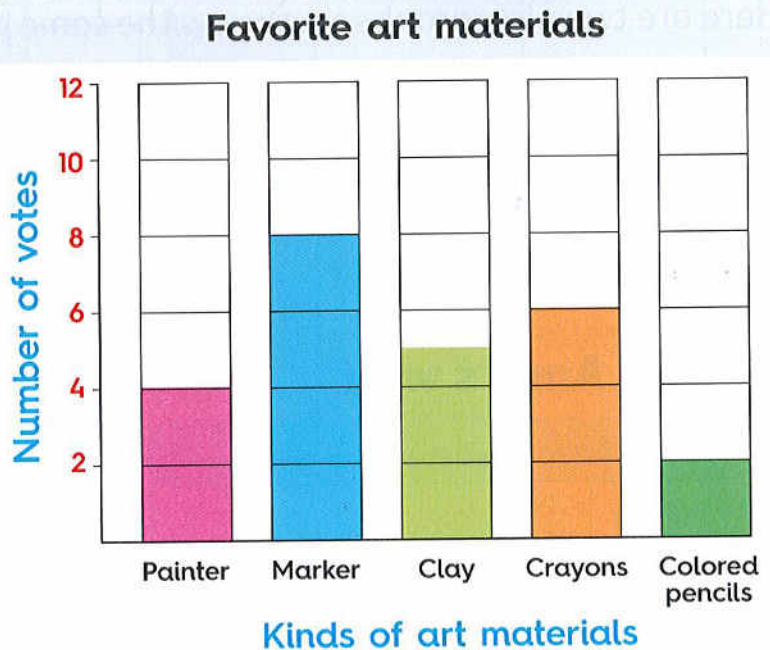


Favorite art materials	
Painter	☺ ☺
Marker	☺ ☺ ☺ ☺
Clay	☺ ☺ ☺
Crayons	☺ ☺ ☺
Colored pencils	☺

Key

☺ = 2 votes

☺ = 1 vote



Note :

In the above pictograph, the clay category shows 5 votes and to represent it on a bar graph with a scale of 2, you should stop halfway between 4 and 6.



From the graphs :

- The number of students who liked painter is **4**
- The number of students who liked crayons is **6**
- The number of students who liked marker and crayons is **$8 + 6 = 14$**
- How many more students liked clay more than colored pencils ? **$5 - 2 = 3$**

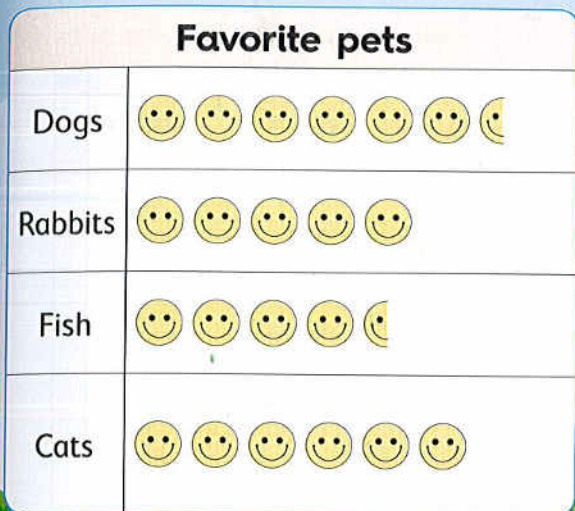
Notes for parents

- Help your child understand that the two graphs look different but they show the same data.



Check

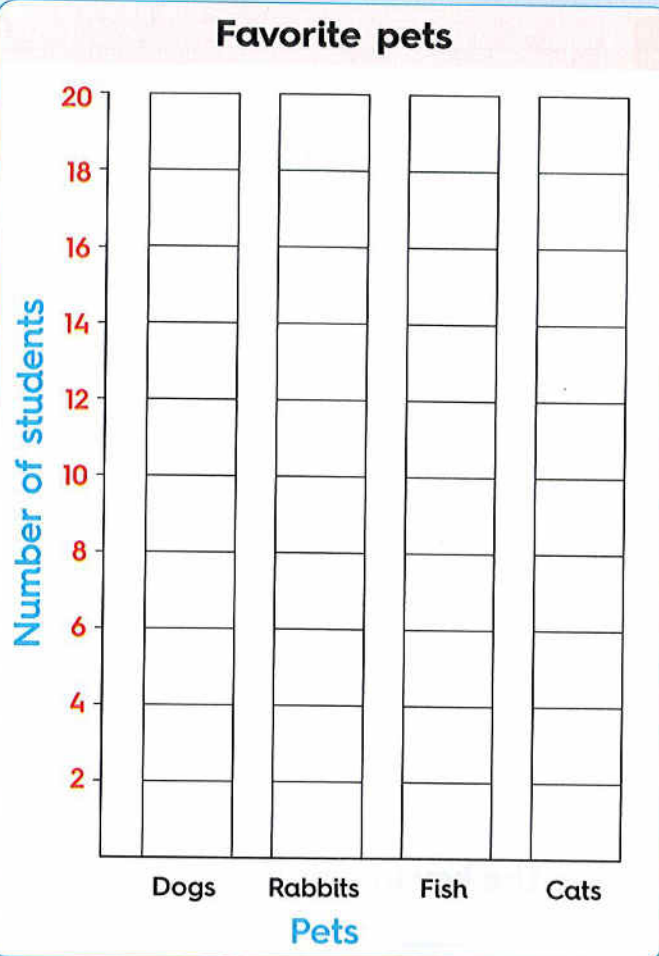
Use the pictograph to color the bar graph.



key



= 2 votes



Answer the questions :

- How many students liked fish ? _____
- How many students liked dogs ? _____
- How many students in all liked rabbits and cats ? _____
- How many more students liked rabbits more than fish ? _____
- Which pet is liked the most ? _____
- Which pet is liked the least ? _____































• Help your child make the bar graph and make sure that your child stands halfway between 2 numbers when he/she represents any odd number.

Exercise 5

Pictograph

On Lessons 9 & 10

1 Use the key in pictograph to write the numbers in the table.

Favorite lunch	
Soup	      
Salad	  
Pizza	        
Spaghetti	    
Sandwich	     

key



































= 1 student

Favorite lunch	
Food	Number
Soup	_____
Salad	_____
Pizza	_____
Spaghetti	_____
Sandwich	_____



2 Use the key in pictograph to write the numbers in the table.

Favorite juice	
Grapes	      
Orange	        
Strawberry	    
Mango	   
Pineapple	      

key



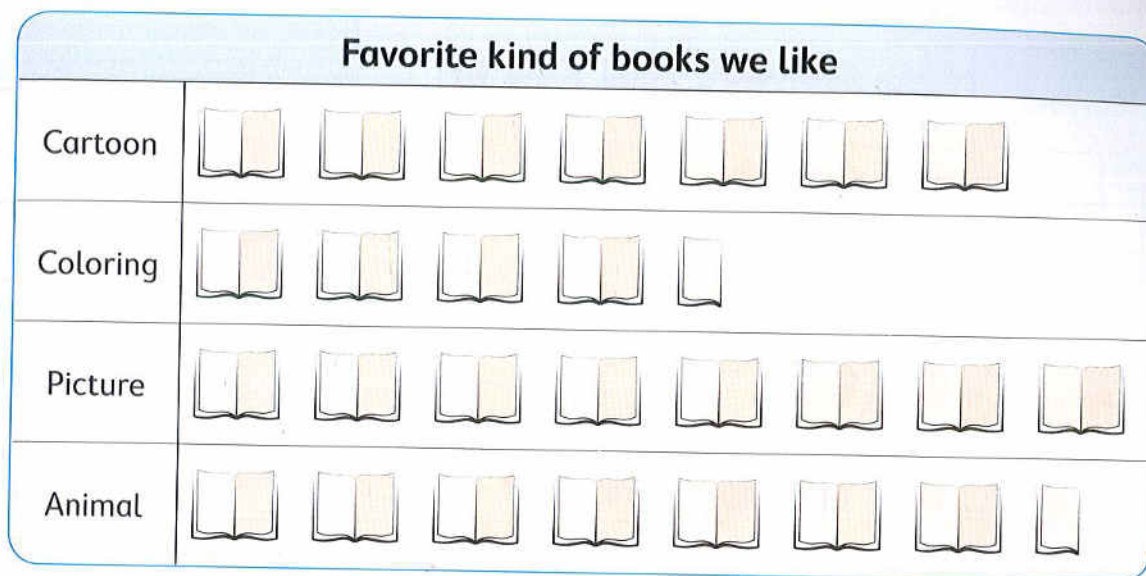
= 2 students



= 1 student

Favorite juice	
Flavor	Number
Grapes	_____
Orange	_____
Strawberry	_____
Mango	_____
Pineapple	_____

3 Use the pictograph and its key to answer the questions.



Key



= 2 students



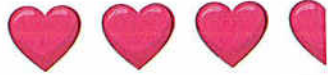




= 1 student


- How many students liked cartoon books best ? _____
- How many students liked coloring books best ? _____
- How many students liked picture books best ? _____
- How many students liked animal books best ? _____
- Which kind of books is liked the most ? _____
- Which kind of books is liked the least ? _____
- How many more students liked cartoon books than coloring books ? _____
- How many students in all liked picture books and animal books ? _____




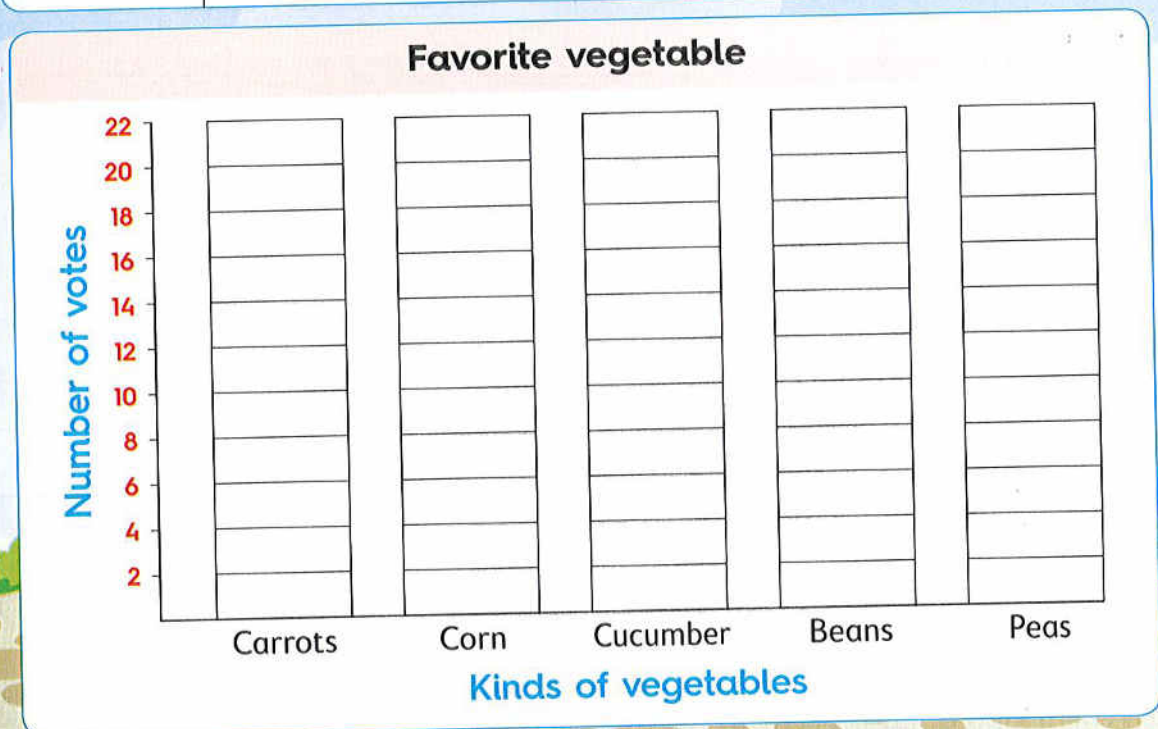
4 Convert the same information from the pictograph into a bar graph.

Favorite vegetable	
Carrots	
Corn	
Cucumber	
Beans	
Peas	

Key

 = 2 votes


 = 1 vote




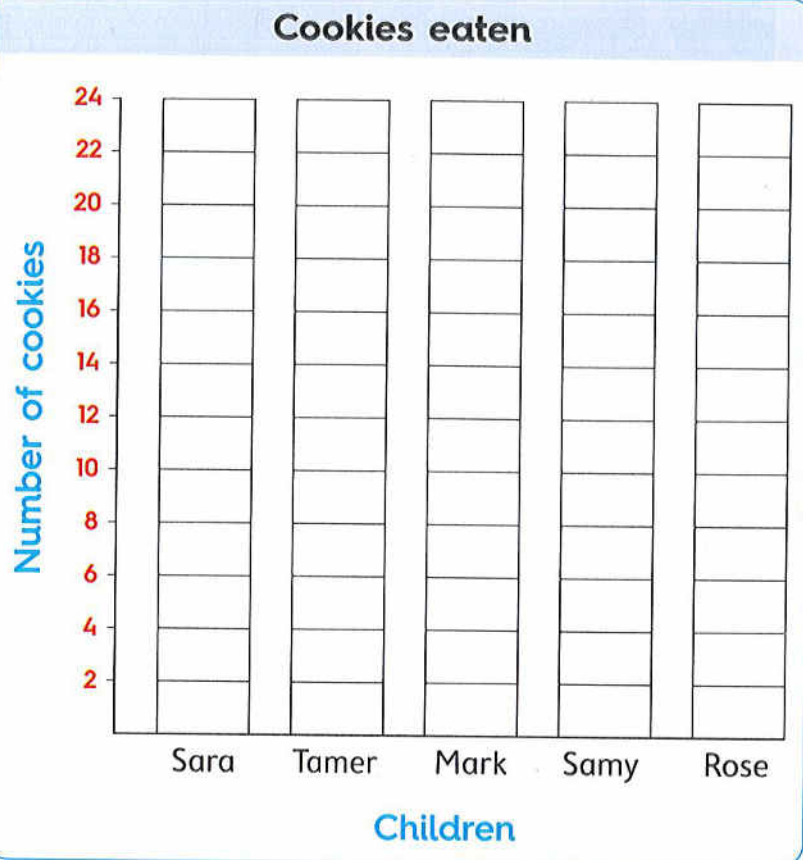
- 5** Convert the same information from the pictograph into a bar graph, then answer the questions.

Cookies eaten	
Sara	    
Tamer	  
Mark	  
Samy	   
Rose	     

Key

 = 2 cookies



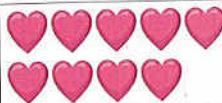

 = 1 cookie

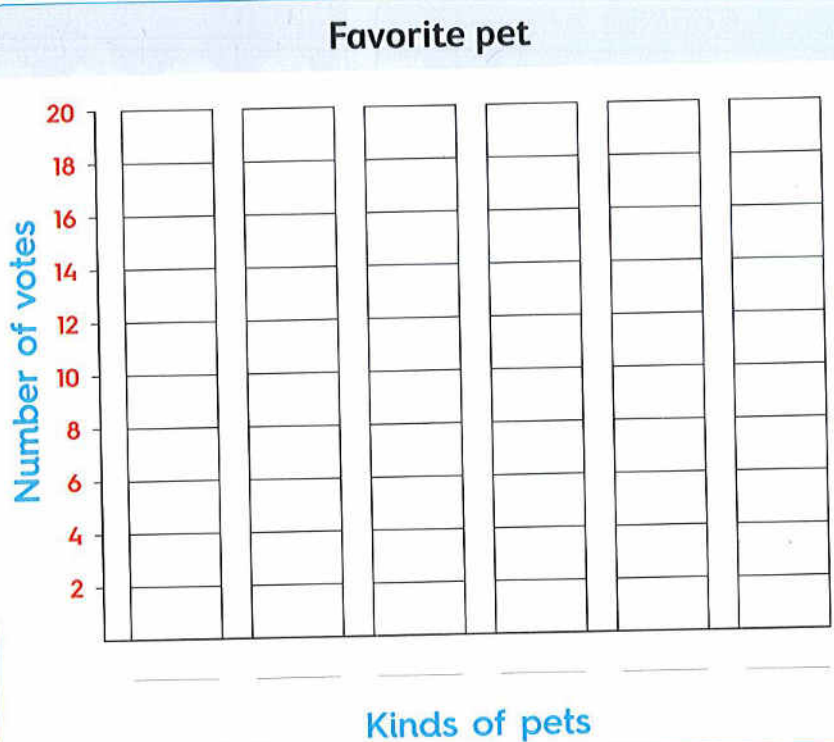


- Who did eat the most number of cookies ? _____
- Who did eat the least number of cookies ? _____
- How many more cookies did Rose eat than Tamer ? _____
- How many cookies did Mark and Samy eat in all ? _____
- How many cookies did Tamer and Rose eat in all ? _____
- How many more cookies did Sara eat than Mark ? _____
- How many cookies did Sara, Tamer and Mark eat in all ? _____



- 6** Convert the same information from the pictograph into a bar graph, then answer the questions.

Favorite pet	
Fish	
Cats	
Dogs	
Turtles	
Birds	
Hamsters	



Key



= 2 votes



= 1 vote



- 1.** Use the bar graph to complete using $>$, $=$ or $<$.

- | | |
|--|---|
| a. Number of students who liked cats | <input type="radio"/> Number of students who liked turtles |
| b. Number of students who liked fish | <input type="radio"/> Number of students who liked birds |
| c. Number of students who liked hamsters | <input type="radio"/> Number of students who liked dogs |
| d. Number of students who liked dogs | <input type="radio"/> Number of students who liked birds |
| e. Number of students who liked turtles | <input type="radio"/> Number of students who liked hamsters |
| f. Number of students who liked fish | <input type="radio"/> Number of students who liked cats |

2. Use the bar graph to answer the questions.

- a. How many students liked cats ? _____
- b. How many students liked turtles ? _____
- c. How many students liked fish and hamsters ? _____
- d. How many students liked dogs and birds ? _____
- e. How many more students liked cats than fish ? _____
- f. How many more students liked dogs than turtles ? _____
- g. How many students liked turtles, birds and hamsters altogether ? _____



3. Use the bar graph to write (✓) to the correct statement and (X) to the incorrect statement.

- a. The number of students who liked dogs is 9. ()
- b. The number of students who liked cats and dogs altogether is 34. ()
- c. The number of students who liked fish is more than the number of students who liked birds by 1. ()

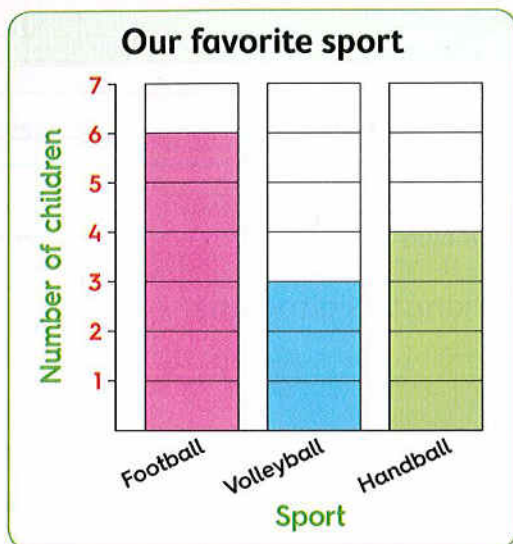


Place
a smiley
face



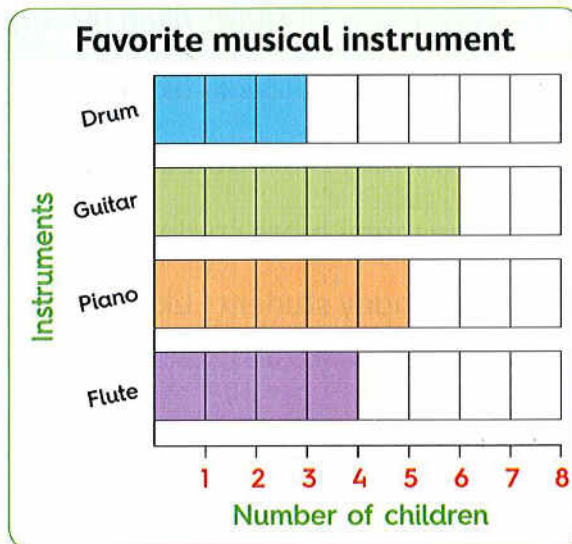
Assessment Chapter 1

- 1 Use the bar graph. How many more children chose football than handball?



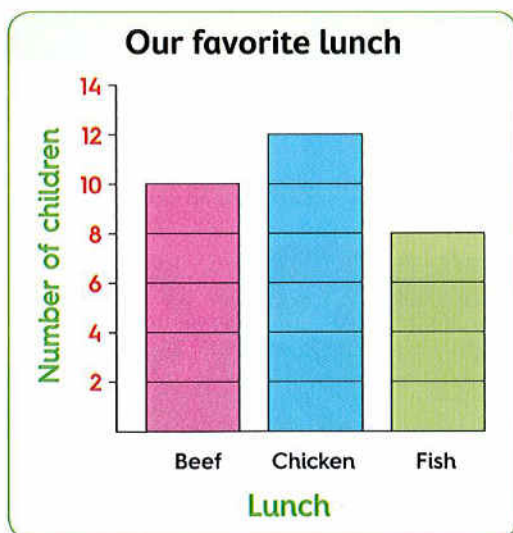
- ☐ 2 ☐ 3
☐ 4 ☐ 6

- 2 Use the graph. Which instrument of music did the most children choose?



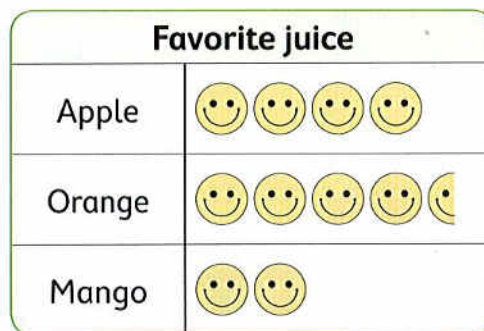
- ☐ Drum ☐ Guitar
☐ Piano ☐ Flute

- 3 Use the bar graph. How many children chose chicken as their favorite lunch?



- ☐ 14 ☐ 12
☐ 10 ☐ 8

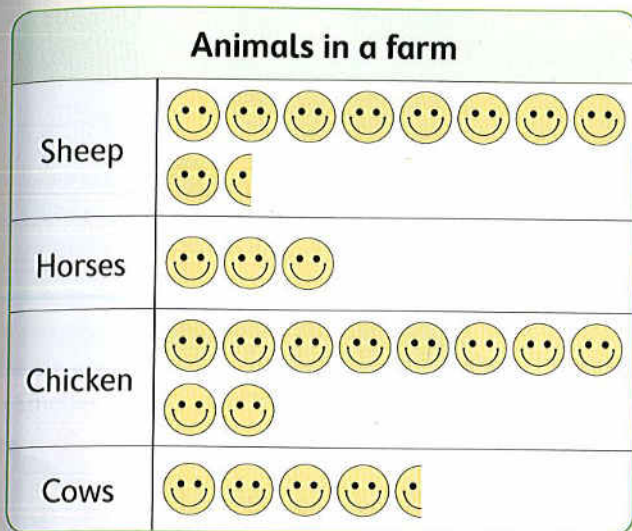
- 4 Use the pictograph. How many children like orange juice best?




key = 2 children


- ☐ 10 ☐ 9
☐ 8 ☐ 4

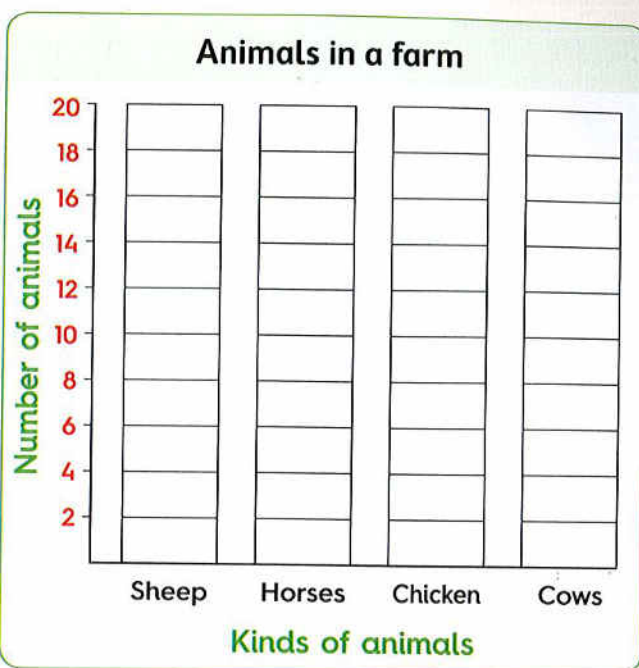
5 Use pictograph to color the bar graph.



key

 = 2 animals

 = 1 animal



1. From the graphs , write $>$, $=$ or $<$.

- a. Number of sheep in the farm ☐ Number of chicken in the farm
- b. Number of cows in the farm ☐ Number of horses in the farm
- c. Number of chicken in the farm ☐ Number of cows in the farm

2. From the graphs , answer the questions.

- a. What is the number of chicken in the farm ? _____
- b. What is the difference between the number of cows and the number of horses in the farm ? _____
- c. How many sheep and chicken in the farm ? _____



CHAPTER

2



Outcomes and key vocabulary of chapter two

Lessons 11 & 12

Outcomes :

- Participate in calendar math activities.
- Apply the mental math strategy of adding doubles.
- Apply the mental math strategy of counting on from the bigger number to add.
- Apply the mental math strategy of counting on from the smaller number to subtract.
- Solve addition and subtraction problems.

Key vocabulary :

- Calendar
- Doubles
- Mental math
- Strategy
- Sum
- Bigger
- Smaller
- Counting on

Lessons 13 & 14

Outcomes :

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of making tens to add or subtract.
- Apply the mental math strategy of adding or subtracting 10.

Key vocabulary :

- Calendar
- Mental math
- Strategy
- Column
- Difference
- Pattern
- Row
- Addend

Lessons 15 & 16

Outcomes :

- Participate in calendar math activities.
- Apply mental math strategies to solve addition story problems.
- Apply mental math strategies to solve subtraction story problems.

Key vocabulary :

- Calendar
- Doubles
- Mental math
- Strategy
- Sum
- Story problem

Lessons 17 : 20

Outcomes :

- Participate in calendar math activities.
- Solve addition problems to find a missing addend.
- Apply mental math strategies to solve addition problems.
- Solve subtraction problems to find a missing subtrahend.
- Apply mental math strategies to solve subtraction problems.
- Solve problems to find a missing addend or subtrahend.
- Apply mental math strategies to add 1-digit number to 2-digit number.

Key vocabulary :

- Mental math
- Strategy
- Addend
- Unknown
- Subtrahend

Lessons 11 & 12

- Doubles - Doubles plus one
- Counting on to add and subtract

Learn Doubles fact



$$1 \text{ eye} + 1 \text{ eye} = 2 \text{ eyes}$$



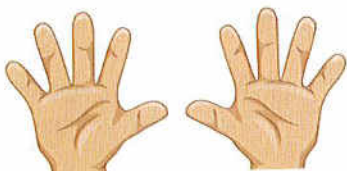
$$2 \text{ legs} + 2 \text{ legs} = 4 \text{ legs}$$



$$3 \text{ flowers} + 3 \text{ flowers} = 6 \text{ flowers}$$



$$4 \text{ legs} + 4 \text{ legs} = 8 \text{ legs}$$



$$5 \text{ fingers} + 5 \text{ fingers} = 10 \text{ fingers}$$



$$6 \text{ crayons} + 6 \text{ crayons} = 12 \text{ crayons}$$

Sometimes the number in each group is the same. That is called a **double**.



May						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

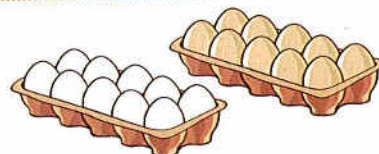
$$7 \text{ days} + 7 \text{ days} = 14 \text{ days}$$



$$8 \text{ pieces} + 8 \text{ pieces} = 16 \text{ pieces}$$



$$9 \text{ books} + 9 \text{ books} = 18 \text{ books}$$



$$10 \text{ eggs} + 10 \text{ eggs} = 20 \text{ eggs}$$

Notes for parents

- Say a number from 1 to 10, then ask your child to tell you its double.

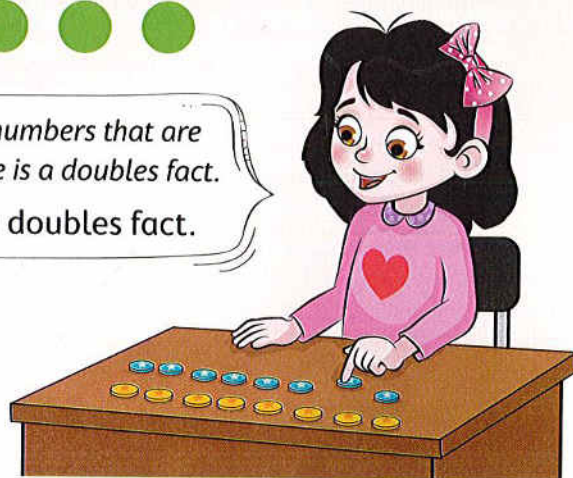
Learn

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

16 is the double of 8

When you add two numbers that are the same, the sentence is a doubles fact.

$8 + 8 = 16$ is a doubles fact.



✓ Check

Add. Write the sums.

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$3 + 3 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$

$$9 + 9 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$8 + 8 = \underline{\quad}$$

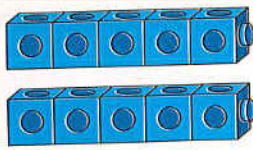
$$6 + 6 = \underline{\quad}$$



• Ask your child to give you one example of a doubles fact ($3 + 3 = 6$) and one example of an addition sentence that is not a doubles fact ($3 + 5 = 8$).

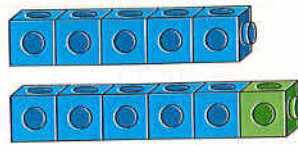
Learn

Doubles plus one



$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$5 + 5 = 10$ is a **doubles** fact.



$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$5 + 6 = 11$ is a **doubles plus one** fact.

$5 + 5 = 10$
is a **doubles** fact.
 $5 + 6 = 11$
is a **doubles plus one** fact.



Check

Write the sums.

6	6
+ 6	+ 7
_____	_____

3	3
+ 3	+ 4
_____	_____

8	8
+ 8	+ 9
_____	_____

2	3
+ 2	+ 2
_____	_____

9	10
+ 9	+ 9
_____	_____

4	5
+ 4	+ 4
_____	_____

5	6
+ 5	+ 5
_____	_____

7	7
+ 7	+ 8
_____	_____

0	0
+ 0	+ 1
_____	_____

Notes for parents

- Have your child tell you the doubles facts and the doubles plus one facts for 3 as $3 + 3 = 6$, so $3 + 4 = 7$
- Your child can think $3 + 4$ as $(3 + 3 = 6 \text{ plus } 1 = 7)$ or $(4 + 4 = 8 \text{ minus } 1 = 7)$.

Learn Counting on to add

Count on to find the **sum**. Start with the greater number to make counting easier.

What is **8 + 2** ?

Say **8**
Count on **2** more.
9, 10
The sum is **10**

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

What is **4 + 12** ?

Say **12**
Count on **4** more.
13, 14, 15, 16
The sum is **16**

$$\begin{array}{r} 4 \\ + 12 \\ \hline 16 \end{array}$$

When you add, the answer is called the **sum**.



Check

Circle the greater number. Count on to find the sum.

$$\begin{array}{r} (6) \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

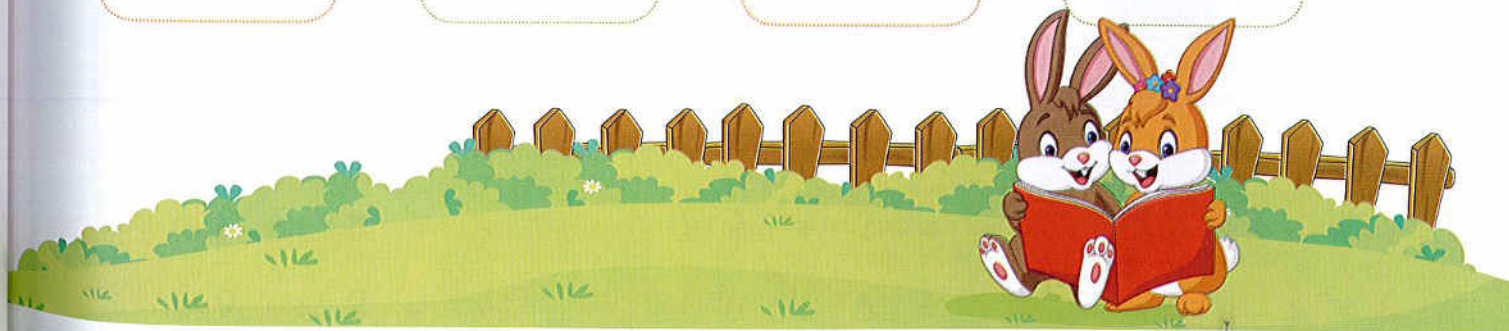
$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$



• When you count on to find the sum, your child can start with the smaller number, but it is easier to start with the greater one.

Learn Counting on to subtract

Count on to find the difference. Start with the smaller number.

What is $7 - 4$?

Use your fingers to count on after 4 to reach 7.



You raised 3 fingers.

$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$

When you subtract, the answer is called the difference.



Check

Circle the smaller number. Count on to find the difference.

$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ - 12 \\ \hline \end{array}$$

Notes for parents



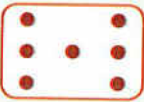

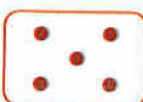





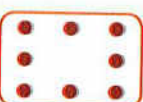







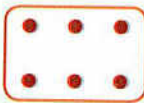

- Your child also can count back to find the difference $7 - 4$. Start with the greater number 7 and count 4 backwards (6, 5, 4, 3), the answer is 3.

Exercise 6

- Doubles - Doubles plus one
- Counting on to add and subtract

On Lessons 11 & 12

1 Draw dots to make these doubles. Write the number sentence.

  $3 + 3 = 6$	  $\underline{\quad} + \underline{\quad} = \underline{\quad}$	  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
  $\underline{\quad} + \underline{\quad} = \underline{\quad}$	  $\underline{\quad} + \underline{\quad} = \underline{\quad}$	  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
  $\underline{\quad} + \underline{\quad} = \underline{\quad}$	  $\underline{\quad} + \underline{\quad} = \underline{\quad}$	  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
  $\underline{\quad} + \underline{\quad} = \underline{\quad}$		

2 Use the doubles fact to find the answer.

- a. $3 + 3 = \underline{\quad}$
- c. $4 + 4 = \underline{\quad}$
- e. $10 + 10 = \underline{\quad}$
- g. $8 + 8 = \underline{\quad}$
- i. $9 + 9 = \underline{\quad}$

- b. $7 + 7 = \underline{\quad}$
- d. $5 + 5 = \underline{\quad}$
- f. $1 + 1 = \underline{\quad}$
- h. $2 + 2 = \underline{\quad}$
- j. $6 + 6 = \underline{\quad}$



3 Use doubles plus one strategy to find the answer.



- | | | |
|--|---|---|
| a. $5 + 5 = \text{---}$ so,
$5 + 6 = \text{---}$ | b. $4 + 4 = \text{---}$ so,
$4 + 5 = \text{---}$ | c. $7 + 7 = \text{---}$ so,
$8 + 7 = \text{---}$ |
| d. $9 + 9 = \text{---}$ so,
$9 + 10 = \text{---}$ | e. $6 + 6 = \text{---}$ so,
$7 + 6 = \text{---}$ | f. $8 + 8 = \text{---}$ so,
$9 + 8 = \text{---}$ |
| g. $2 + 2 = \text{---}$ so,
$2 + 3 = \text{---}$ | h. $3 + 3 = \text{---}$ so,
$3 + 4 = \text{---}$ | i. $10 + 10 = \text{---}$ so,
$11 + 10 = \text{---}$ |

4 Count on to add each of the following.

- | | | |
|--------------------------|--------------------------|--------------------------|
| a. $7 + 2 = \text{---}$ | b. $8 + 4 = \text{---}$ | c. $11 + 5 = \text{---}$ |
| d. $14 + 7 = \text{---}$ | e. $12 + 5 = \text{---}$ | f. $7 + 7 = \text{---}$ |
| g. $5 + 8 = \text{---}$ | h. $9 + 10 = \text{---}$ | i. $4 + 7 = \text{---}$ |
| j. $13 + 2 = \text{---}$ | k. $15 + 4 = \text{---}$ | l. $9 + 7 = \text{---}$ |
| m. $7 + 3 = \text{---}$ | n. $9 + 6 = \text{---}$ | o. $8 + 3 = \text{---}$ |

5 Count on to subtract each of the following.



- | | | |
|--------------------------|--------------------------|--------------------------|
| a. $9 - 3 = \text{---}$ | b. $15 - 6 = \text{---}$ | c. $14 - 7 = \text{---}$ |
| d. $10 - 2 = \text{---}$ | e. $13 - 5 = \text{---}$ | f. $16 - 9 = \text{---}$ |
| g. $18 - 5 = \text{---}$ | h. $16 - 7 = \text{---}$ | i. $18 - 2 = \text{---}$ |
| j. $11 - 7 = \text{---}$ | k. $17 - 9 = \text{---}$ | l. $15 - 1 = \text{---}$ |

6 Write (✓) to the correct statement and (X) to the incorrect statement.

- | | | | |
|------------------|-----|-------------------|-----|
| a. $5 + 5 = 10$ | () | b. $7 + 6 = 14$ | () |
| c. $5 + 13 = 17$ | () | d. $9 + 9 = 18$ | () |
| e. $4 + 7 = 11$ | () | f. $17 - 5 = 12$ | () |
| g. $14 - 7 = 6$ | () | h. $10 + 10 = 20$ | () |

7 Choose the correct answer.

- | | |
|--|--------------------|
| a. $7 + 7 = \underline{\hspace{2cm}}$ | (9 or 14 or 15) |
| b. $8 + 9 = \underline{\hspace{2cm}}$ | (17 or 18 or 19) |
| c. $5 + 9 = \underline{\hspace{2cm}}$ | (4 or 14 or 15) |
| d. $9 + \underline{\hspace{2cm}} = 18$ | (9 or 10 or 18) |
| e. $19 - 2 = \underline{\hspace{2cm}}$ | (15 or 17 or 18) |
| f. $5 + \underline{\hspace{2cm}} = 10$ | (4 or 5 or 7) |
| g. $12 - 4 = \underline{\hspace{2cm}}$ | (5 or 6 or 8) |

8 Match.

a. $13 - 7 = \underline{\hspace{2cm}}$ •

b. $8 + 8 = \underline{\hspace{2cm}}$ •

c. $11 + 7 = \underline{\hspace{2cm}}$ •

d. $7 + 6 = \underline{\hspace{2cm}}$ •

16

18

6

13

Place
a smiley
face

Lessons 13 & 14

Adding or subtracting

Learn Adding 10

Add $26 + 10$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

To
31

Start at **26**
and count **10** forward,
you will reach **36**.
You moved down one
row.

$$\begin{array}{r} 26 \\ + 10 \\ \hline 36 \end{array}$$



- From the previous, notice that when you **add 10**, the digit in ones place doesn't change, and the digit in tens place increases by 1.

For example:

$$\begin{array}{r} 38 \\ + 10 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 25 \\ + 10 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$$



Check

Add.

$$\begin{array}{r} 27 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$$

$$10 + 15 = \underline{\quad}$$

$$23 + 10 = \underline{\quad}$$

Notes for parents

- Help your child use the numbers chart to solve the addition problems in this page.

Learn

Subtracting 10

Subtract 26 - 10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

To 20

Start at **26**
and count **10** backward,
you will reach **16**.
You moved up one row.

$$\begin{array}{r} 26 \\ - 10 \\ \hline 16 \end{array}$$



- From the previous, notice that when you **subtract 10**, the digit in ones place doesn't change, and the digit in tens place decreases by 1.

For example:

$$\begin{array}{r} 25 \\ - 10 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 49 \\ - 10 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 16 \\ - 10 \\ \hline 6 \end{array}$$



Check

Subtract.

$$\begin{array}{r} 23 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 10 \\ \hline \end{array}$$

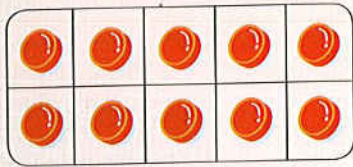
$$\begin{array}{r} 82 \\ - 10 \\ \hline \end{array}$$

$$43 - 10 = \underline{\quad}$$

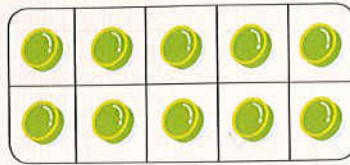
$$10 - 10 = \underline{\quad}$$

• Help your child use the numbers chart to solve the subtraction problems in this page.

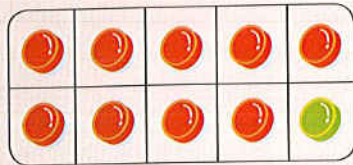
Remember the components of 10



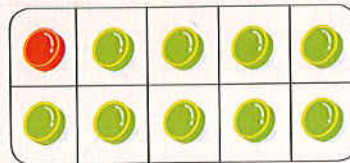
$$10 + 0 = 10$$



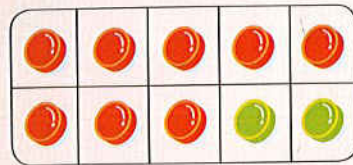
$$0 + 10 = 10$$



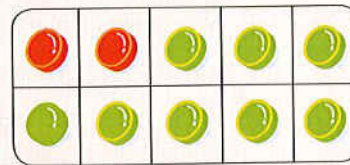
$$9 + 1 = 10$$



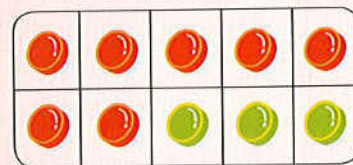
$$1 + 9 = 10$$



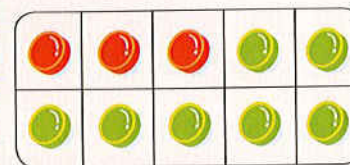
$$8 + 2 = 10$$



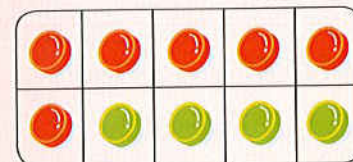
$$2 + 8 = 10$$



$$7 + 3 = 10$$



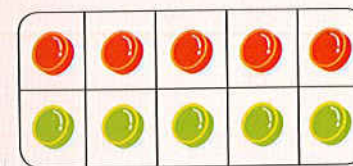
$$3 + 7 = 10$$



$$6 + 4 = 10$$



$$4 + 6 = 10$$



$$5 + 5 = 10$$

Components of 10
help you make a 10
to add and subtract.



✓ Check

Find all ways to make a 10.

$$\bullet 7 + \text{---} = 10$$

$$\bullet \text{---} + 2 = 10$$

$$\bullet \text{---} + 1 = 10$$

$$\bullet 4 + \text{---} = 10$$

$$\bullet \text{---} + 3 = 10$$

$$\bullet 8 + \text{---} = 10$$

$$\bullet 5 + \text{---} = 10$$

$$\bullet \text{---} + 6 = 10$$

$$\bullet 9 + \text{---} = 10$$

Notes for parents

- Tell your child a number from 0 to 10 and ask him/her to tell another number to make a 10.

Learn

Make a 10 to add

You make a 10
and have 3 extra.

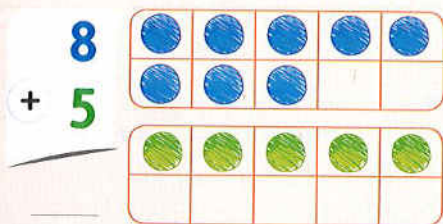


Find the sum of $8 + 5$

First way

Show 8.

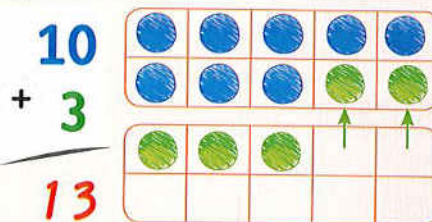
Then show 5.



Make a ten.

8 is close to 10

Move 2 counters into the ten frame.



Second way

$$8 + 5$$

2

Make a 10

3

Add
the rest

$$8 + 2 = 10 \text{ and } 10 + 3 = 13$$

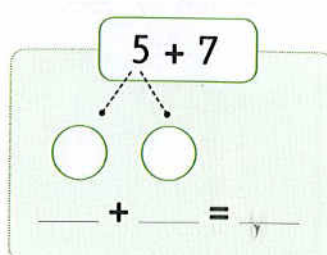
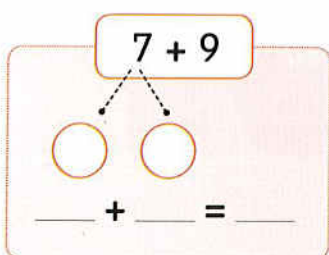
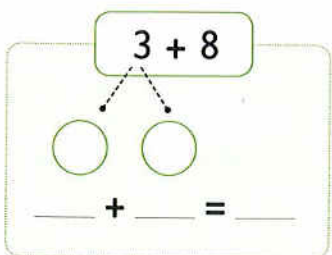
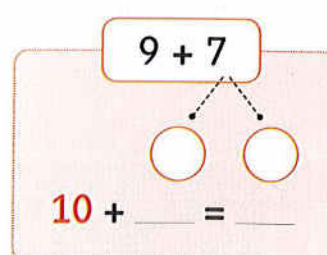
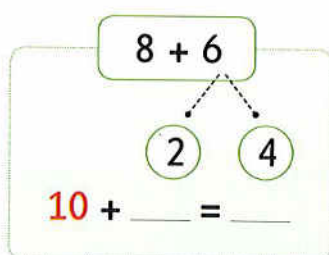
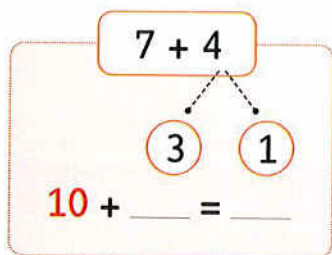
$$\text{So, } 8 + 5 = 13$$

Break apart the 5.
Use 2 to make a ten.



Check

Make a ten to add.

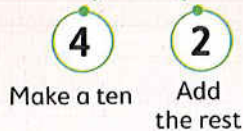


• Ask your child how to make a ten when adding $7 + 4$.

Learn Make a 10 to subtract

Find the difference of $14 - 6$

$$14 - 6$$



$$14 - 4 = 10 \quad \text{and} \quad 10 - 2 = 8$$

$$\text{So, } 14 - 6 = 8$$

Break apart the 6.
Use 4 to make a ten.



Check

Make a ten to subtract.

$$15 - 7 = \underline{\quad}$$

$$17 - 8 = \underline{\quad}$$

$$18 - 9 = \underline{\quad}$$

$$11 - 5 = \underline{\quad}$$

$$12 - 5 = \underline{\quad}$$

$$14 - 9 = \underline{\quad}$$

$$16 - 9 = \underline{\quad}$$

$$13 - 5 = \underline{\quad}$$

$$15 - 8 = \underline{\quad}$$

Notes for parents

- Make a 10 to subtract, this way is used when the units digit of the first number is less than the units digit in the second one.

Exercise

7

Adding or subtracting

On Lessons 13 & 14

1 Add.

a. $35 + 10 = \underline{\quad}$

d. $84 + 10 = \underline{\quad}$

g. $37 + 10 = \underline{\quad}$

j. $17 + 10 = \underline{\quad}$

m. $29 + 10 = \underline{\quad}$

b. $42 + 10 = \underline{\quad}$

e. $21 + 10 = \underline{\quad}$

h. $50 + 10 = \underline{\quad}$

k. $39 + 10 = \underline{\quad}$

n. $80 + 10 = \underline{\quad}$

c. $75 + 10 = \underline{\quad}$

f. $19 + 10 = \underline{\quad}$

i. $67 + 10 = \underline{\quad}$

l. $71 + 10 = \underline{\quad}$

o. $47 + 10 = \underline{\quad}$

2 Subtract.

a. $78 - 10 = \underline{\quad}$

d. $99 - 10 = \underline{\quad}$

g. $17 - 10 = \underline{\quad}$

j. $19 - 10 = \underline{\quad}$

m. $91 - 10 = \underline{\quad}$

b. $24 - 10 = \underline{\quad}$

e. $71 - 10 = \underline{\quad}$

h. $49 - 10 = \underline{\quad}$

k. $37 - 10 = \underline{\quad}$

n. $62 - 10 = \underline{\quad}$

c. $38 - 10 = \underline{\quad}$

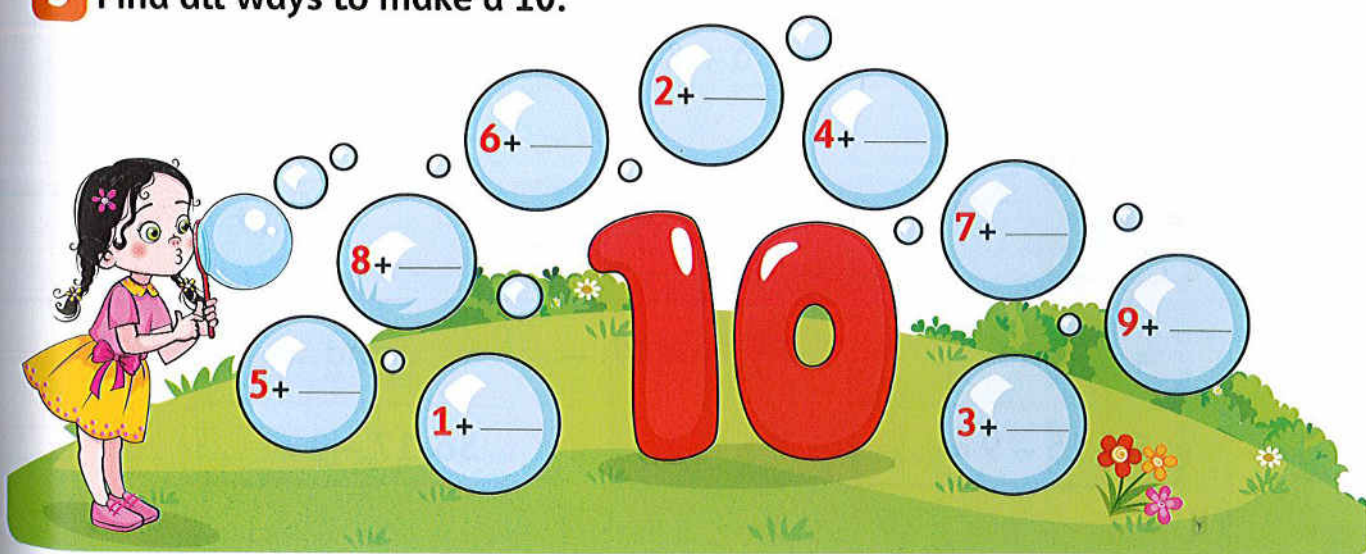
f. $87 - 10 = \underline{\quad}$

i. $51 - 10 = \underline{\quad}$

l. $45 - 10 = \underline{\quad}$

o. $23 - 10 = \underline{\quad}$

3 Find all ways to make a 10.



4 Make a ten to add. The first one is done for you.

a. $7 + 4$

3 1

$7 + 3 = 10$ and $10 + 1 = 11$

So, $7 + 4 = 11$

b. $6 + 7$

\bigcirc \bigcirc

$6 + \underline{\quad} = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $6 + 7 = \underline{\quad}$

c. $4 + 9$

\bigcirc \bigcirc

$\underline{\quad} + 9 = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $4 + 9 = \underline{\quad}$

d. $8 + 6$

\bigcirc \bigcirc

$8 + \underline{\quad} = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $8 + 6 = \underline{\quad}$

5 Make a ten to subtract. The first one is done for you.

a. $16 - 7$

6 1

$16 - 6 = 10$ and $10 - 1 = 9$

So, $16 - 7 = 9$

b. $13 - 5$

\bigcirc \bigcirc

$13 - \underline{\quad} = \underline{\quad}$ and $\underline{\quad} - \underline{\quad} = \underline{\quad}$

So, $13 - 5 = \underline{\quad}$

c. $15 - 9$

\bigcirc \bigcirc

$15 - \underline{\quad} = \underline{\quad}$ and $\underline{\quad} - \underline{\quad} = \underline{\quad}$

So, $15 - 9 = \underline{\quad}$

d. $17 - 9$

\bigcirc \bigcirc

$17 - \underline{\quad} = \underline{\quad}$ and $\underline{\quad} - \underline{\quad} = \underline{\quad}$

So, $17 - 9 = \underline{\quad}$



6 Make a ten to add.

a.

$$\begin{array}{c} 8 + 5 \\ \swarrow \quad \searrow \\ (2) \quad (3) \\ 10 + \underline{\quad} = \underline{\quad} \end{array}$$

b.

$$\begin{array}{c} 7 + 6 \\ \swarrow \quad \searrow \\ (3) \quad (3) \\ 10 + \underline{\quad} = \underline{\quad} \end{array}$$

c.

$$\begin{array}{c} 6 + 6 \\ \swarrow \quad \searrow \\ (4) \quad (2) \\ 10 + \underline{\quad} = \underline{\quad} \end{array}$$

d.

$$\begin{array}{c} 9 + 3 \\ \swarrow \quad \searrow \\ (1) \quad (2) \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

e.

$$\begin{array}{c} 8 + 4 \\ \swarrow \quad \searrow \\ (2) \quad (2) \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

f.

$$\begin{array}{c} 9 + 6 \\ \swarrow \quad \searrow \\ (1) \quad (5) \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

g.

$$\begin{array}{c} 8 + 7 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

h.

$$\begin{array}{c} 6 + 5 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

i.

$$\begin{array}{c} 7 + 5 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

j.

$$\begin{array}{c} 9 + 7 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

k.

$$\begin{array}{c} 8 + 3 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

l.

$$\begin{array}{c} 7 + 4 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

m.

$$\begin{array}{c} 9 + 8 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

n.

$$\begin{array}{c} 8 + 6 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

o.

$$\begin{array}{c} 7 + 7 \\ \swarrow \quad \searrow \\ () \quad () \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

p.

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

q.

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

r.

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

7 Make a ten to subtract.

a. $12 - 5 = \underline{\quad}$

d. $13 - 7 = \underline{\quad}$

g. $17 - 9 = \underline{\quad}$

j. $15 - 9 = \underline{\quad}$

m. $13 - 8 = \underline{\quad}$

b. $17 - 8 = \underline{\quad}$

e. $14 - 5 = \underline{\quad}$

h. $18 - 9 = \underline{\quad}$

k. $16 - 8 = \underline{\quad}$

n. $11 - 7 = \underline{\quad}$

c. $15 - 7 = \underline{\quad}$

f. $16 - 7 = \underline{\quad}$

i. $12 - 7 = \underline{\quad}$

l. $14 - 8 = \underline{\quad}$

o. $13 - 4 = \underline{\quad}$

p.
$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

q.
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

r.
$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

s.
$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

t.
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

8 Choose the correct answer.

a. $8 + 5 = \underline{\quad}$

(12 or 13 or 14)

b. $24 + 10 = \underline{\quad}$

(14 or 24 or 34)

c. $35 - 10 = \underline{\quad}$

(34 or 24 or 25)

d. $18 - 9 = \underline{\quad}$

(7 or 8 or 9)

e. $93 - 10 = \underline{\quad}$

(83 or 73 or 92)

f. $7 + 8 = \underline{\quad}$

(10 or 15 or 20)

g. $22 + 10 = \underline{\quad}$

(32 or 23 or 33)

h. $9 + 6 = \underline{\quad}$

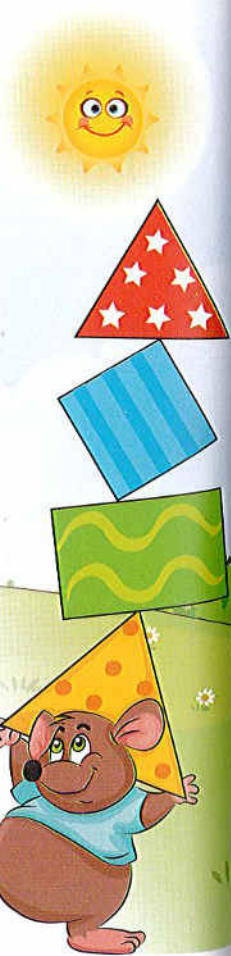
(10 or 15 or 16)

i. $77 - 10 = \underline{\quad}$

(66 or 76 or 67)

j. $23 + 10 = \underline{\quad}$

(33 or 24 or 34)



Place
a smiley
face

Lessons 15 & 16

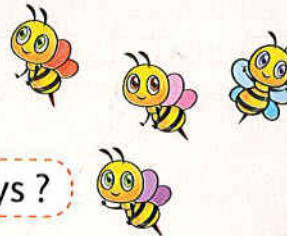
Addition and subtraction word problems (Choose a strategy)

Learn Addition word problems

Bassem saw 7 bees on Saturday.

He saw 6 bees on Sunday.

How many bees did he see in all the two days ?



Understand

- What do you want to find out ?

Circle the questions.



Plan

- What facts do you need ?

Underline them.



Solve

- You can use different ways to solve the problem

$$7 + 6 = ?$$

Counting on

Say 7

Count on 6 more

8, 9, 10, 11, 12, 13

The sum is 13

Use doubles plus one

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

Make a 10 to add

$$7 + 6$$

$$\begin{array}{c} 7 + 6 \\ \swarrow \quad \searrow \\ 3 \quad 3 \end{array}$$

$$7 + 3 = 10$$

$$10 + 3 = 13$$

Bassem saw 13 bees in all the two days.



- Understand
- Plan
- Solve
- Check your answer



Check

Ahmed has 8 blue pens and 9 black pens. How many pens does Ahmed have ?

Notes for parents

- In this lesson your child will use the strategies he/she has studied before to solve addition and subtraction word problems.
- Help your child understand, plan, solve and check the answer each time he/she answered the problem.

Learn

Subtraction word problems

There are 11 birds on a tree.

5 of them flew away.

How many birds are left on the tree ?



Understand

- What do you want to find out ?

Circle the questions.



Plan

- What facts do you need ?

Underline them.



Solve

- You can use different ways to solve the problem $11 - 5 = ?$

Counting on

Use your fingers to count on after 5 to reach 11.

$$11 - 5 = 6$$

Make a ten to subtract

$$11 - 5$$

1 4

$$11 - 1 = 10 \quad \text{and} \quad 10 - 4 = 6$$

The number of birds left on the tree is 6 birds.



- Understand
- Plan
- Solve
- Check your answer



Check

Mostafa has 11 pounds, he bought a bottle of water by 3 pounds.

How much money is left with Mostafa ?

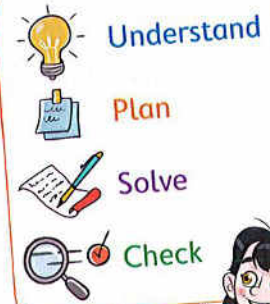
Notes for parents

- Make sure that your child understand the problem. Talk with him/her about the different ways of solving it.
- For each problem, ask your child to tell you how he/she decided whether to add or subtract.

Exercise 8

Addition and subtraction word problems (Choose a strategy)

On Lessons 15 & 16



- 1** Mariam has 8 books in Arabic and 4 books in English.
How many books does Mariam have ?

- 2** There are 7 green apples and 3 red apples in a basket.
How many apples are there in all ?



- 3** Ali has 7 marbles, his brother give him 6 marbles.
How many marbles does Ali have ?



- 4** There are 2 crayon boxes, in each box there are 6 crayons.
What is the number of crayons in the two boxes ?



- 5** Karem solved 9 math problems on Friday and 6 math problems on Saturday.

How many math problems did Karem solve ?



- 6** Ali caught 9 fish and Mina caught 8 fish.

Find the number of fish with both.



- 7** Mohamed and Paula are in a volleyball team.

In the last match Mohamed scored 7 points and Paula scored 5 points.

What is the number of points that Mohamed and Paula scored ?



- 8** In a farm, there are 9 cows and 8 sheep.

How many cows and sheep are there in the farm ?



- 9** There are 5 birds on a tree and there are 6 birds above the tree.

How many birds are there in all ?



- 10** There are 2 vases. In each vase there are 7 flowers.

What is the number of flowers in all ?



- 11** Tamer had 8 pens. He gave 6 pens to Jana.

How many pens does Tamer have now ?



- 12** There are 12 cars in the park, if 9 cars go away.

How many cars are there in the car park now ?



- 13** Khadega bought 15 candies, she gave 6 candies to her brother.

How many candies does Khadega have now ?



- 14** Farida had 11 oranges, she ate 7 of them.

How many oranges are remained with Farida ?



- 15** There 12 people in a bus, if 7 of them get off the bus.

How many people are remained in the bus ?



- 16** Ahmed had 15 books, he gave his brother Amgd 10 books.

How many books does Ahmed have now ?



- 17** Mariam had 17 pounds. She bought a toy for 8 pounds.
How much money is left with her ?



- 18** Khaled had a book of 18 pages. He read 5 pages.
How many pages are remaind ?



- 19** There are 16 children in a bus. 7 of them are girls.
How many boys are there in the bus ?



- 20** There are 15 birds on a tree, 7 of them flew away.
How many birds are left on the tree ?



Place
a smiley
face

Lessons 17:20

Finding a missing addend or a missing subtrahend

Learn Finding a missing addend

Sameh had 8 books.

His teacher gave him some extra books.

Sameh has now 15 books.

How many books did his teacher give him ?



Addition problem solving using counting on strategy

Write a number sentence.

$$8 + ? = 15$$

What
Sameh
had

What his
teacher
gave him

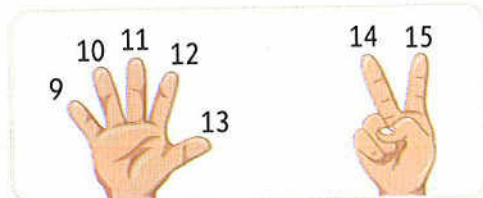
The sum

Addends are the numbers
you add together in addition
problem.

$$9 + 3 = 12$$

addend addend sum

Count on after 8 to reach 15.



- You raised 7 fingers. So, $8 + 7 = 15$

- His teacher gave him 7 books.



Check

Find the missing addend.

$$5 + \underline{\quad} = 12$$

$$9 + \underline{\quad} = 14$$

$$\underline{\quad} + 7 = 14$$

$$2 + \underline{\quad} = 11$$

$$\underline{\quad} + 6 = 13$$

$$\underline{\quad} + 7 = 16$$

Notes for parents

- Help your child remember how to count on to solve addition problems.

Learn Finding a missing subtrahend

15 birds were flying.

Some landed on a tree.

6 are still in the air.

How many birds did land on the tree ?



Subtraction problem solving using counting on strategy

✿ Write a number sentence.

$$15 - \boxed{?} = 6$$

↑
Number of
birds were
flying

↑
Number of
birds landed
on the tree

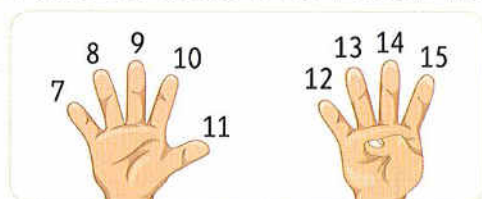
↑
Number of
birds still in
the air

Subtrahend is a number to
be subtracted from another
number.

$$9 - 3 = 6$$

↑
subtrahend

✿ Count on after 6 to reach 15.



- You raised 9 fingers. So, $15 - 9 = 6$
- 9 birds landed on the tree.



✓ Check

Find the missing subtrahend.

$$17 - \underline{\quad} = 9$$

$$\begin{array}{r} 13 \\ - \underline{\quad} \\ \hline 4 \end{array}$$

$$15 - \underline{\quad} = 7$$

$$\begin{array}{r} 18 \\ - \underline{\quad} \\ \hline 7 \end{array}$$

$$12 - \underline{\quad} = 7$$

$$\begin{array}{r} 12 \\ - \underline{\quad} \\ \hline 5 \end{array}$$

• Help your child how to count on to find a missing subtrahend in a subtraction problem.

Exercise

9

Finding a missing addend or a missing subtrahend

On Lessons 17 : 20

1 Find the missing number.

a. $\text{---} + 7 = 10$

d. $\text{---} + 4 = 11$

g. $\text{---} + 9 = 14$

j. $11 - \text{---} = 5$

m. $13 - \text{---} = 6$

p. $15 - \text{---} = 6$

b. $\text{---} + 5 = 9$

e. $8 + \text{---} = 13$

h. $15 - \text{---} = 8$

k. $12 - \text{---} = 7$

n. $9 + \text{---} = 19$

q. $17 - \text{---} = 8$

c. $8 + \text{---} = 12$

f. $8 + \text{---} = 17$

i. $16 - \text{---} = 7$

l. $18 - \text{---} = 12$

o. $9 + \text{---} = 12$

r. $12 - \text{---} = 9$

s.
$$\begin{array}{r} 8 \\ + \text{---} \\ \hline 16 \end{array}$$

t.
$$\begin{array}{r} \text{---} \\ + 5 \\ \hline 14 \end{array}$$

u.
$$\begin{array}{r} 13 \\ - \text{---} \\ \hline 9 \end{array}$$

v.
$$\begin{array}{r} 17 \\ - \text{---} \\ \hline 9 \end{array}$$

w.
$$\begin{array}{r} 7 \\ + \text{---} \\ \hline 12 \end{array}$$

x.
$$\begin{array}{r} 14 \\ - \text{---} \\ \hline 7 \end{array}$$

y.
$$\begin{array}{r} 15 \\ + \text{---} \\ \hline 18 \end{array}$$

z.
$$\begin{array}{r} 17 \\ - \text{---} \\ \hline 10 \end{array}$$

2 Circle the correct number.

a. $10 + \text{---} = 15$

(3 or 5 or 8)

b. $13 - \text{---} = 5$

(7 or 8 or 9)

c. $13 + \text{---} = 15$

(3 or 12 or 2)

d. $7 + \text{---} = 14$

(10 or 7 or 9)



e. $15 - \text{---} = 9$

f. $18 - \text{---} = 10$

g. $\text{---} + 16 = 19$

h. $12 - \text{---} = 2$

i. $\text{---} + 13 = 17$

j. $10 - \text{---} = 5$

k. $\text{---} + 8 = 16$

l. $13 - \text{---} = 7$

m. $4 + \text{---} = 11$

n. $15 + \text{---} = 19$

o. $17 - \text{---} = 9$

(6 or 7 or 8)

(12 or 10 or 8)

(2 or 3 or 4)

(6 or 8 or 10)

(4 or 14 or 3)

(15 or 10 or 5)

(8 or 9 or 10)

(5 or 6 or 20)

(2 or 15 or 7)

(4 or 5 or 9)

(2 or 8 or 9)

3 Match.

a. $\text{---} + 7 = 11$ •

b. $18 - \text{---} = 9$ •

c. $\text{---} + 5 = 12$ •

d. $14 - \text{---} = 8$ •

e. $13 - \text{---} = 3$ •

f. $16 - \text{---} = 8$ •

• 8

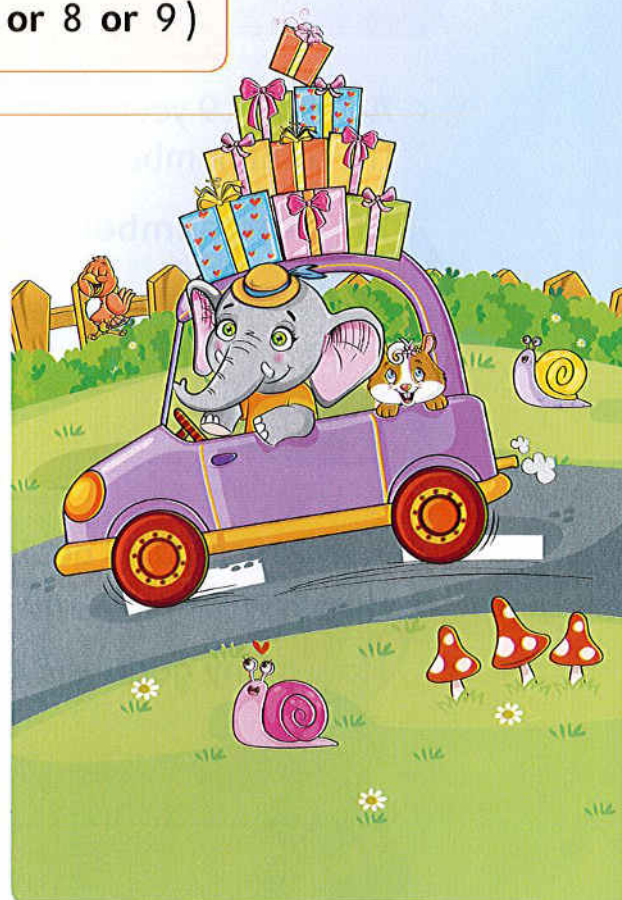
• 4

• 10

• 9

• 6

• 7



4 Answer the following.

- a. Ali has 6 pens. He bought some extra pens.
The number of pens with Ali became 14.

How many pens did Ali buy ?



- b. There are 7 children playing football. Some children joined them.
The number of children became 12.

How many children did join them ?



- c. Adam has 9 yellow fish. He added some red fish such that
the total number of fish became 13.

Find the number of red fish.



- d. A team scored 13 goals in the first round and scored some goals in
the second round. The total goals in the two rounds are 19 goals.

How many goals did this team score in the second round ?



- e. 16 bees were flying. Some went into the hive.
6 bees were still in the air.

How many bees went into the hive ?



What number
should I add to
6 to get 16 ?

- f. There were 20 boys on the field. Some of them were left.
11 boys were still on the field.

How many boys were left ?



What number
should I add to
11 to get 20 ?

- g. Maged has 12 apples. He gave some of them to
his sister and the left is 7 apples.

How many apples did he give to his sister ?



- h. There are 14 carrots. Bunnies ate some of them
and 7 carrots are left.

How many carrots did the bunnies eat ?



Place
a smiley
face



Assessment Chapter 2

1 Choose the correct answer.

- a. $7 + 8 = \underline{\quad}$ (16 or 15 or 12)
b. $34 - 10 = \underline{\quad}$ (44 or 34 or 24)
c. $22 - 12 = \underline{\quad}$ (8 or 34 or 10)
d. $53 + 10 = \underline{\quad}$ (63 or 43 or 53)
e. $12 - \underline{\quad} = 7$ (7 or 5 or 2)
f. $6 + 6 = \underline{\quad}$ (10 or 12 or 13)

2 Find the missing number.

a. $7 + \underline{\quad} = 13$

b. $15 - \underline{\quad} = 9$

c.

$$\begin{array}{r} 17 \\ - \underline{\quad} \\ \hline 9 \end{array}$$

d.

$$\begin{array}{r} \underline{\quad} \\ + 8 \\ \hline 18 \end{array}$$

3 Find the result.

a.

$$\begin{array}{r} 9 \\ + 5 \\ \hline \underline{\quad} \end{array}$$

b.

$$\begin{array}{r} 13 \\ - 5 \\ \hline \underline{\quad} \end{array}$$

c.

$$\begin{array}{r} 73 \\ - 10 \\ \hline \underline{\quad} \end{array}$$

d.

$$\begin{array}{r} 33 \\ + 10 \\ \hline \underline{\quad} \end{array}$$

4 There are 14 books on a desk and 6 books on a shelf.
How many books are there in all ?

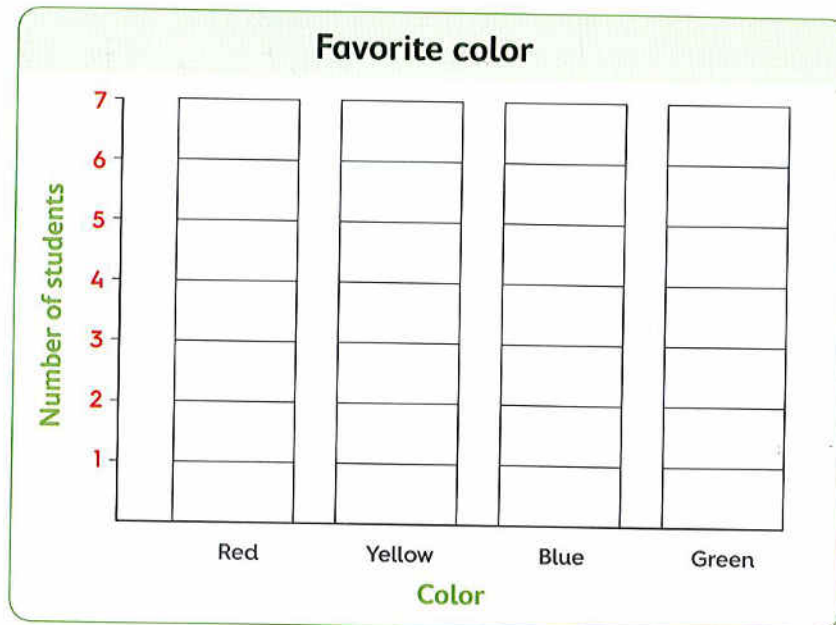
5 Amgd has 12 toys, he gave some of them to Bassem. The left with him is 3 toys.
How many toys did Amgd give to Bassem ?

Accumulative Assessment

Till chapter 2

1 Use the table to color the bar graph.

Favorite color	
Color	Number of students
Red	7
Yellow	6
Blue	5
Green	6



- How many students liked blue ? _____
- How many students liked red and yellow ? _____
- Which color is liked the most ? _____
- How many more students liked red than blue ? _____



2 Choose the correct answer.

a. $7 + 5$ ☐ $22 - 10$

b. $78 + 10 =$ _____

c. $15 - 7 =$ _____

d. $11 -$ _____ $= 7$

($>$ or $<$ or $=$)

(68 or 79 or 88)

(17 or 8 or 10)

(2 or 4 or 5)

3 Mazen had 12 pounds. He bought a candy.

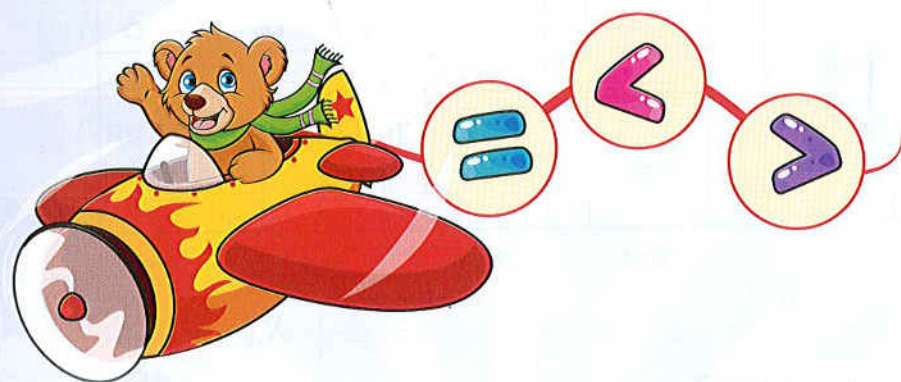
7 pounds where remainder with him.

What was the price of candy ?



CHAPTER

3



Outcomes and key vocabulary of chapter three

Lessons 21 & 22

Outcomes :

- Participate in calendar math activities.
- Represent 3-digit numbers using concrete models.

- Read and write 3-digit numbers.
- Identify the place and value of each digit in a 3-digit number.

Key vocabulary :

- Digit
- Place value
- Value
- Hundreds
- Tens
- Ones

Lessons 23 : 26

Outcomes :

- Participate in calendar math activities.
- Read and write 3-digit numbers in standard form and in expanded form.
- Convert numbers in expanded form to standard form.

- Identify the place and value of each digit in a 3-digit number.
- Read and write numbers 1 to 9 and multiples of 10 through 90 in word form.
- Match the word form of numbers 11 to 19 to their standard form.

Key vocabulary :

- Place value
- Value
- Expanded form
- Standard form
- Word form

Lessons 27 & 28

Outcomes :

- Participate in calendar math activities.
- Use place value to compare two 3-digit numbers.

- Use place value to compare a 2-digit and a 3-digit number.
- Use the symbols $>$, $=$ and $<$ to express comparisons.

Key vocabulary :

- Compare
- Equal ($=$)
- Greater than ($>$)
- Less than ($<$)
- Symbol
- Digit

Lessons 29 & 30

Outcomes :

- Participate in calendar math activities.
- Compare and order numbers in expanded, word, and standard forms.

- Order a set of 5 numbers from least to greatest or from greatest to least.

Key vocabulary :

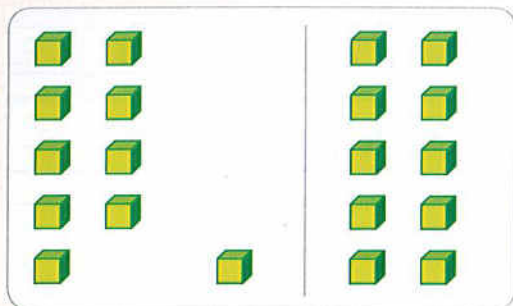
- Expanded form
- Standard form
- Word form
- Compare
- Greatest
- Least

Lessons 21 & 22

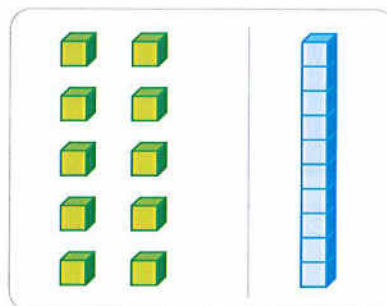
Hundreds, tens, ones and the place value

Remember

Tens and ones



$$9 \text{ ones} + 1 = 10 \text{ ones}$$

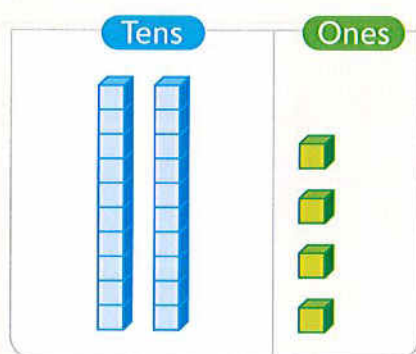


$$10 \text{ ones} = 1 \text{ ten}$$

10 ones can be grouped into 1 ten.

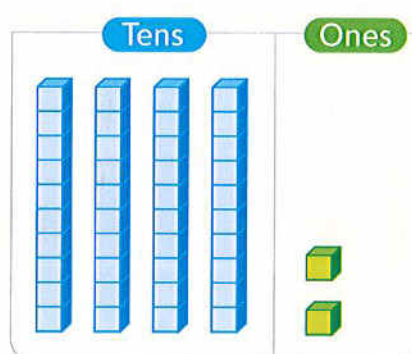


24 is 2 groups of ten and 4 ones.



$$2 \text{ tens, } 4 \text{ ones} = 24$$

42 is 4 groups of ten and 2 ones.



$$4 \text{ tens, } 2 \text{ ones} = 42$$

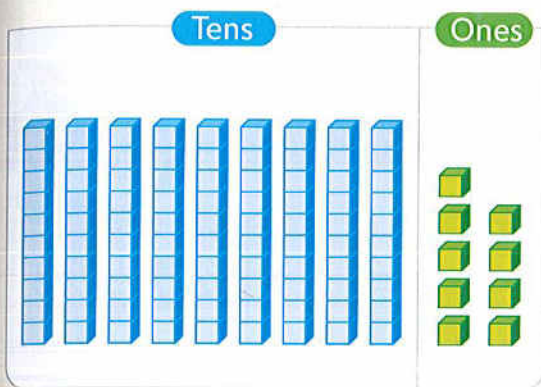


Notes for parents

- Help your child remember the place value of 2-digit numbers.

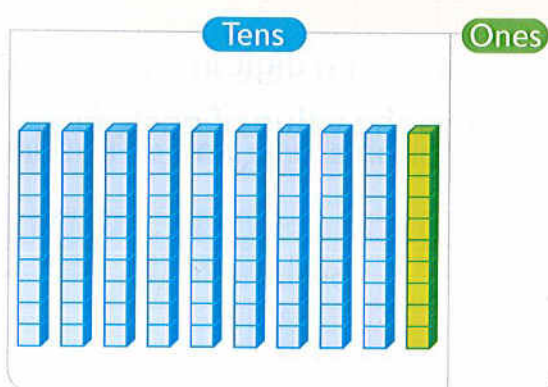
Learn

Understand hundreds



9 tens , 9 ones

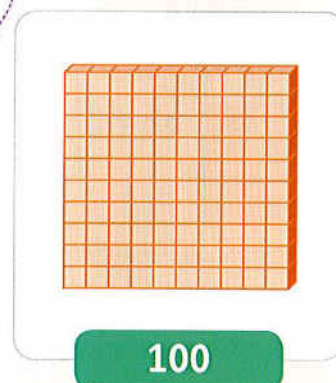
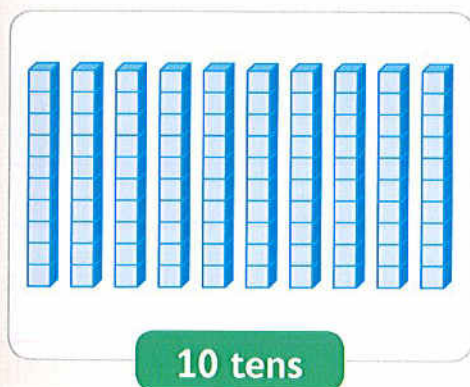
$$+ 1 =$$



10 tens , 0 ones

99 is 9 groups of ten
and 9 ones.

100 is 10 groups of ten.
100 is 1 **hundred**.



Check

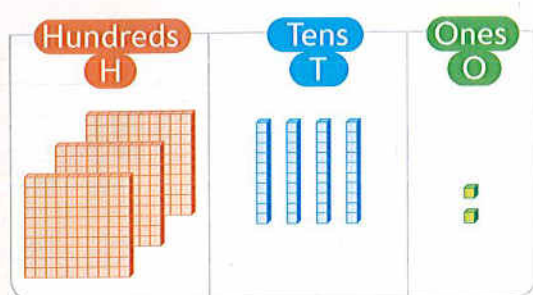
Write how many hundreds. Write the number. The first one is done for you.

	2 hundreds	200
	_____ hundreds	_____
	_____ hundreds	_____

*Ask your child to change 10 notes of 10 L.E. to show 1 note of 100 L.E.

Learn Understand place value

The place of a digit in a number tells its value.
What is the value of each digit in 342?



342		
Hundreds H	Tens T	Ones O
3	4	2
300	40	2

The digit 3 is in the hundreds place, then its value is 300.



Check

Write how many hundreds, tens and ones in the HTO chart.
Then write the number. The first one is done for you.

①

H	T	O
1	3	7

 137

②

H	T	O

③

H	T	O

④

H	T	O

Notes for parents


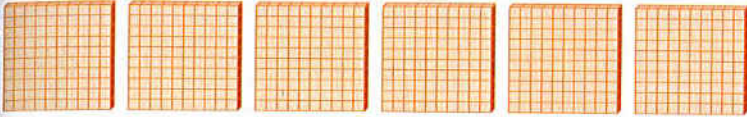
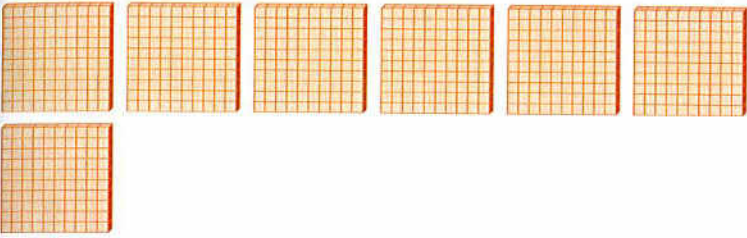
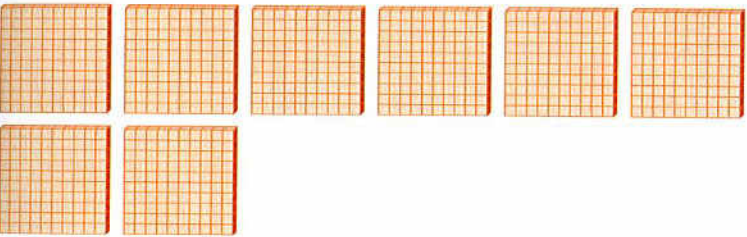
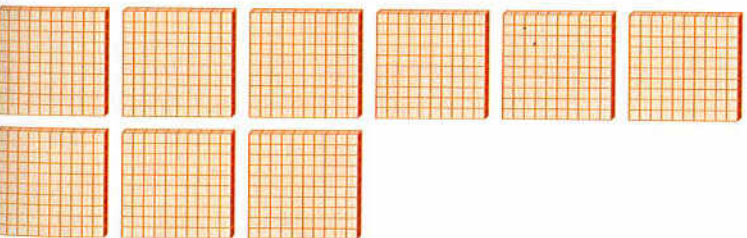
- Write a 3-digit number. Point to a digit of it and ask your child to tell you its value.
- Help your child find a 3-digit number on a can, a jar or a package. Ask him/her to tell you how many hundreds, tens and ones are in the number and tell you the value of each digit.

Exercise 10

Hundreds, tens, ones and the place value

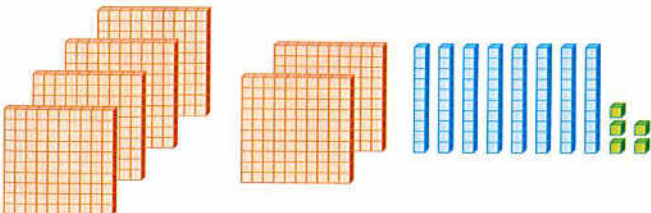
On Lessons 21 & 22

1 Write how many hundreds. Write the number. The first one is done for you.

a.		<u>5</u> hundreds	<u>500</u>
b.		_____ hundreds	_____
c.		_____ hundreds	_____
d.		_____ hundreds	_____
e.		_____ hundreds	_____

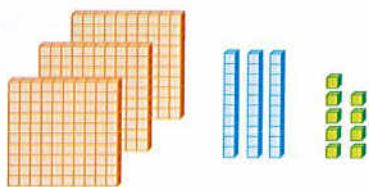
2 Write how many hundreds, tens and ones in the HTO chart. Then write the number.

a.



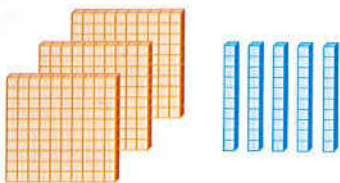
H	T	O

b.



H	T	O

c.

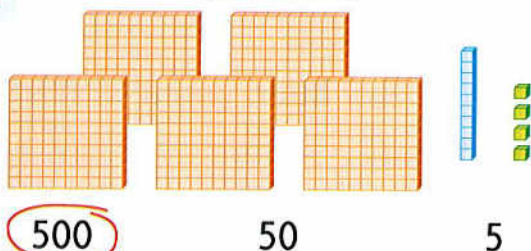


H	T	O

3 Circle the value of the blue digit. The first one is done for you.

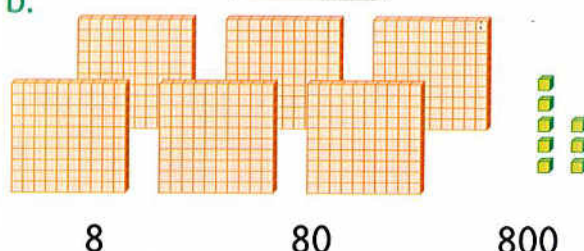
a.

5 1 4



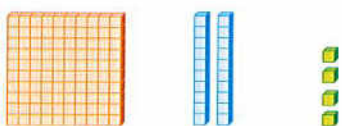
b.

6 **0** 8



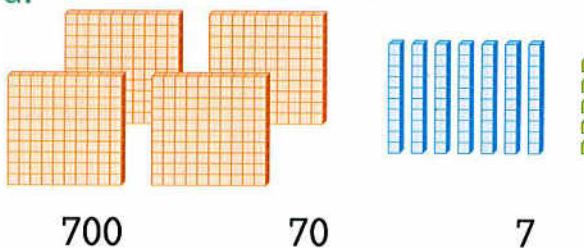
c.

1 2 4



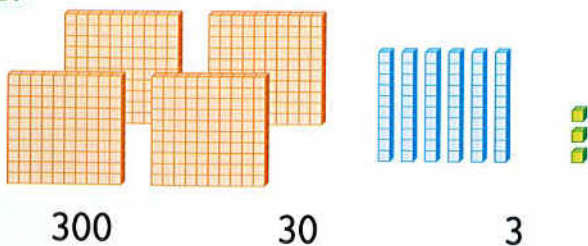
d.

4 **7** 5



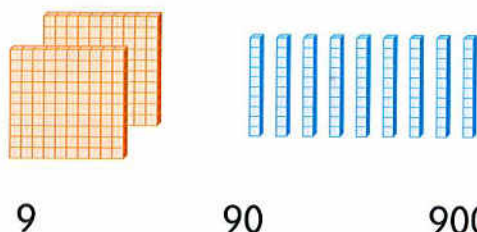
e.

4 **6** 3



f.

2 **9** 0



4 Circle the value of the blue digit. The first one is done for you.

a. 2**6**7

600 60 6

b. **1**52

1 10 100

c. 6**4**1

4 40 400

d. 2**1**8

8 80 800

e. 5**7**6

6 60 600

f. 9**0**3

0 10 100

5 Write the place value of the digit 8 in each.

a. 784 _____

d. 804 _____

g. 78 _____

j. 8 _____

b. 863 _____

e. 581 _____

h. 87 _____

k. 841 _____

c. 918 _____

f. 178 _____

i. 841 _____

l. 181 _____

6 Write the value of 7 in each number. The first one is done for you.

a.

572	587	790
70	7	700

b.

750	367	271
_____	_____	_____

c.

371	702	957
_____	_____	_____

d.


372	327	732
_____	_____	_____


7 Choose the correct answer.

- a. The value of the digit 1 in the number 415 is _____ (1 or 10 or 100)
- b. The value of the digit 2 in the number 215 is _____ (2 or 20 or 200)
- c. The place value of the digit 9 in the number 975 is _____
(ones or tens or hundreds)
- d. The value of the digit 0 in the number 705 is _____ (0 or 10 or 100)
- e. The place value of the digit 0 in the number 510 is _____
(zero or ones or tens)
- f. The place value of the digit 1 in the number 810 is _____
(ones or tens or hundreds)

8 Complete the HTO chart.
The first one is done for you.

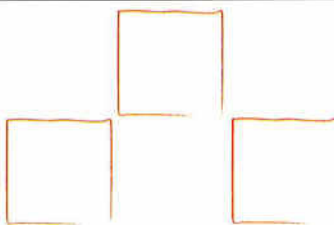
Draw  to represent 100


Draw  to represent 10


Draw  to represent 1

a.

351

H

Value = <u>300</u>

T

Value = <u>50</u>

O

Value = <u>1</u>

b.

218

H
Value = _____

T
Value = _____

O
Value = _____

c.

490

H
Value = _____

T
Value = _____

O
Value = _____

d.

108

H
Value = _____

T
Value = _____

O
Value = _____

9 Write (✓) to the correct statement and (X) to the incorrect statement.

- The value of the digit 5 in the number 354 is 50. ()
- The value of the digit 8 in the number 837 is 8. ()
- The place value of the digit 3 in the number 713 is tens. ()
- The place value of the digit 0 in the number 304 is ones. ()
- The value of the digit 0 in the number 704 is 10. ()

10 What is the number ? The first one is done for you.

a. What is the number ?

- The hundreds digit is 5.
- The ones digit is 4.
- The tens digit is 8.

584

b. What is the number ?

- The tens digit is 6.
- The ones digit is 3.
- The hundreds digit is 9.

c. What is the number ?

- The ones digit is 6.
- The hundreds digit is 5.
- The tens digit is 9.

d. What is the number ?

- The hundreds digit is 8.
- The tens digit is 6.
- The ones digit is 7.

e. What is the number ?

- The tens digit is 0.
- The hundreds digit is 4.
- The ones digit is 2.

f. What is the number ?

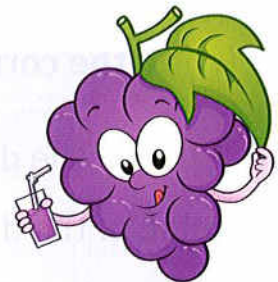
- The ones digit is 0.
- The tens digit is 5.
- The hundreds digit is 3.

11 What is the secret word ?

★ Write **A** if the value of 5 is 5

★ Write **B** if the value of 5 is 50

★ Write **N** if the value of 5 is 500



The letters will give you which fruit Bassem prefers.



A

653

715

502

135

510

5

Place
a smiley
face

Pre-study

I can write the
numbers in **words**.



Ones		Numbers from 11 to 19		Tens	
1	one	11	eleven	10	ten
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety



Check

Write the numbers in words.

a. 7 _____
e. 1 _____
i. 9 _____
m. 2 _____
q. 90 _____

b. 50 _____
f. 15 _____
j. 8 _____
n. 11 _____
r. 6 _____

c. 17 _____
g. 14 _____
k. 60 _____
o. 80 _____
s. 16 _____

d. 30 _____
h. 40 _____
l. 13 _____
p. 12 _____
t. 10 _____

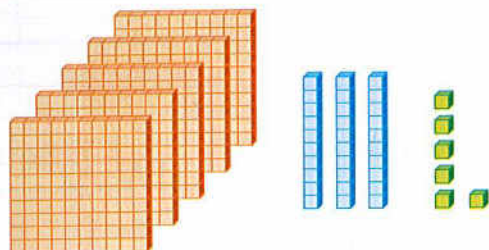
Notes for parents

• Help your child write the previous numbers in words.

Learn

Different forms of 3-digit number

You can write numbers in different ways.



5 hundreds 3 tens 6 ones

Standard form : **536**

Expanded form : **500 + 30 + 6**

Word form : **Five hundred thirty-six**

Example 1

Write in standard form.

- a. $700 + 50 + 4$
- c. $600 + 20$
- e. Six hundred seventy-eight

- b. $800 + 9$
- d. Five hundred fifteen
- f. Four hundred forty

Solution

- a. 754
- c. 620
- e. 678

- b. 809
- d. 515
- f. 440

Example 2

Write in word form.

- a. 327
- c. $400 + 70 + 8$

- b. 901
- d. 160

Solution

- a. Three hundred twenty-seven
- c. Four hundred seventy-eight

- b. Nine hundred one
- d. One hundred sixty

Notes for parents

- Help your child write a zero when there are no tens or no ones.
- Ask your child to open this book with more than one hundred pages at random, then ask him/her to write this number in expanded form and in word form.

Example 3

Write in expanded form.

a. 784

c. Eight hundred, thirty-one

b. 403

d. Three hundred sixty

Solution 

a. $700 + 80 + 4$

c. $800 + 30 + 1$

b. $400 + 3$

d. $300 + 60$



Check

a. Write in expanded form.

1. 374 _____

2. 802 _____

3. 650 _____

4. Two hundred seventy-eight _____

b. Write in word form.

1. 782 _____

2. 316 _____

3. $900 + 40 + 5$ _____

4. $500 + 90$ _____



• Help your child know what $(700 + 6 = 706)$ and $(500 + 30 = 530)$

Exercise 11

Different forms of 3-digit number

On Lessons 23 : 26

1 Write the number in words.

- | | | |
|------------|------------|------------|
| a. 7 _____ | b. 4 _____ | c. 2 _____ |
| d. 9 _____ | e. 5 _____ | f. 3 _____ |
| g. 8 _____ | h. 6 _____ | i. 1 _____ |



2 Write the number in words.

- | | | |
|-------------|-------------|-------------|
| a. 40 _____ | b. 80 _____ | c. 90 _____ |
| d. 20 _____ | e. 10 _____ | f. 50 _____ |
| g. 70 _____ | h. 30 _____ | i. 60 _____ |



3 Write the number in words.

- | | | |
|-------------|-------------|-------------|
| a. 18 _____ | b. 16 _____ | c. 13 _____ |
| d. 14 _____ | e. 11 _____ | f. 15 _____ |
| g. 12 _____ | h. 17 _____ | i. 19 _____ |



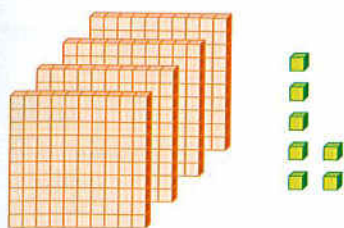
4 Write the number in words.

- | | | | |
|--------------|-------------|-------------|-------------|
| a. 3 _____ | b. 15 _____ | c. 8 _____ | d. 7 _____ |
| e. 11 _____ | f. 20 _____ | g. 12 _____ | h. 4 _____ |
| i. 100 _____ | j. 5 _____ | k. 17 _____ | l. 18 _____ |
| m. 16 _____ | n. 13 _____ | o. 6 _____ | p. 30 _____ |
| q. 40 _____ | r. 50 _____ | s. 9 _____ | t. 19 _____ |
| u. 70 _____ | v. 14 _____ | w. 60 _____ | x. 10 _____ |
| y. 90 _____ | z. 80 _____ | | |



5 Write the number in different ways.

a.



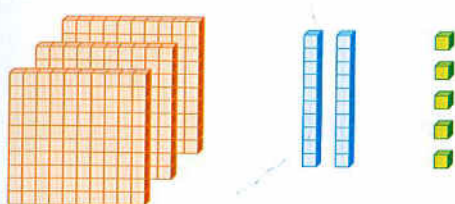
_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : _____

b.



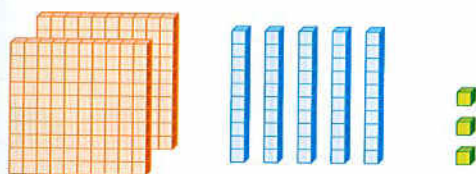
_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : _____

c.



_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : _____

6 Write in expanded form.

$$253 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$638 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$444 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$706 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$596 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$177 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$340 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$900 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

7 Write in standard form.

$300 + 70 + 8 = \underline{\hspace{2cm}}$

$700 + 40 + 7 = \underline{\hspace{2cm}}$

$600 + 30 = \underline{\hspace{2cm}}$

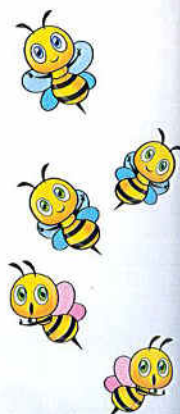
$500 + 50 = \underline{\hspace{2cm}}$

$500 + 80 + 7 = \underline{\hspace{2cm}}$

$200 + 30 + 5 = \underline{\hspace{2cm}}$

$800 + 80 + 8 = \underline{\hspace{2cm}}$

$400 + 4 = \underline{\hspace{2cm}}$



8 Write in standard form.

a. Four hundred thirty-five

b. Six hundred seventy-one

c. Eight hundred fifty

d. Seven hundred twenty-four

e. Three hundred ninety-eight

f. 3 hundreds + 7 tens + 4 ones

g. 1 hundred + 3 tens + 5 ones

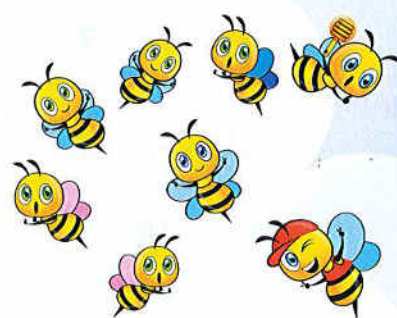
h. 2 hundreds + 6 tens + 9 ones

i. 9 hundreds + 8 ones + 4 tens

j. 3 tens + 7 hundreds + 3 ones

k. 4 ones + 2 hundreds

l. 7 tens + 8 hundreds



9 Write in word form.

a. 735 _____

c. 701 _____

e. 211 _____

g. 412 _____

i. 4 hundreds, 7 tens, 5 ones

b. 523 _____

d. 817 _____

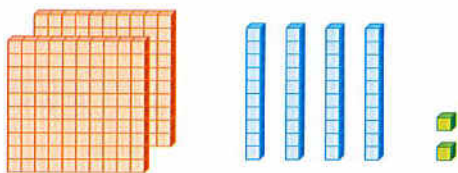
f. 579 _____

h. 950 _____

j. 3 hundreds, 9 ones

10 Write the number in another way.

a.



b.

$$600 + 70 + 5$$

c.

7 hundreds 7 tens 7 ones

d.

860

e.

428

f.

$$500 + 70$$



Place
a smiley
face

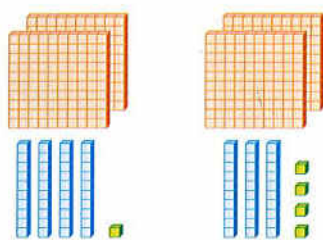
Lessons 27 & 28

Comparing numbers using $>$, $<$ or $=$

Learn

- When **comparing** 3-digit numbers, compare the hundreds first.

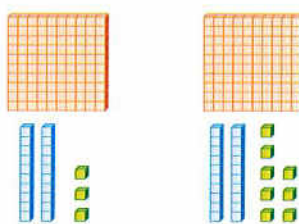
If the hundreds are the same, compare the tens.



40 is **greater than** 30
So, **241** is greater than **234**

$$241 > 234$$

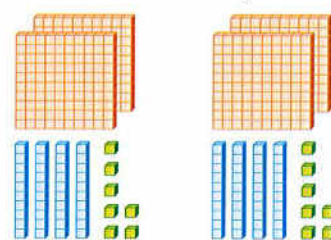
If the hundreds and tens are the same, compare the ones.



3 is **less than** 8
So, **123** is **less than** **128**

$$123 < 128$$

If the hundreds, tens and ones are the same, then the numbers are equal.



247 is **equal to** 247

$$247 = 247$$

- Use the value of each digit to compare numbers.

First compare the hundreds digits.

672 **675**

6 hundreds = 6 hundreds

If the hundreds digits are the same, compare the tens digits.

672 **675**

7 tens = 7 tens

If the tens digits are the same, compare the ones digits.

672 **675**

2 ones $<$ 5 ones
So, **672** is less than **675**
 $672 < 675$

- When comparing 3-digit number and 2-digit number, the 3-digit number is the greater.

352 $>$ **98**



352 has **300** hundreds
but 98 has **0** hundreds.



Check

Compare, write $>$, $<$ or $=$.

a. 735 \bigcirc 752

b. 371 \bigcirc 79

c. 425 \bigcirc 425

Notes for parents

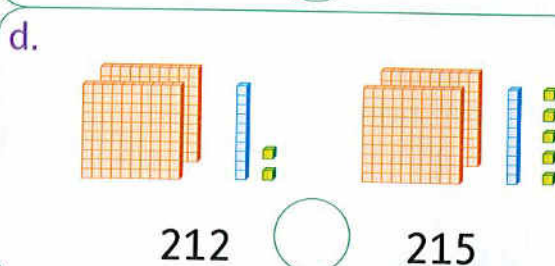
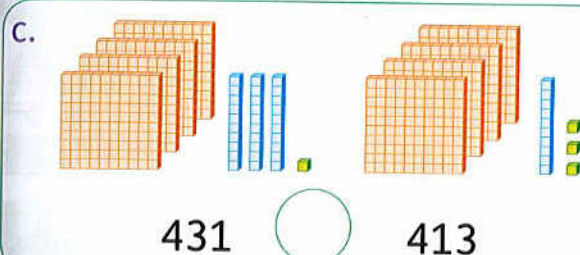
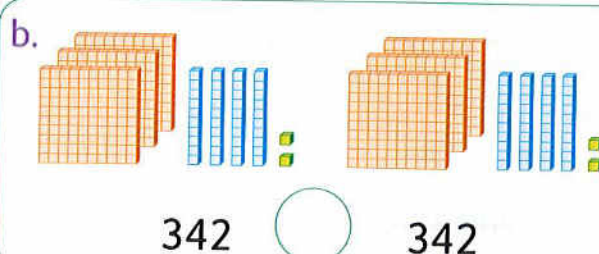
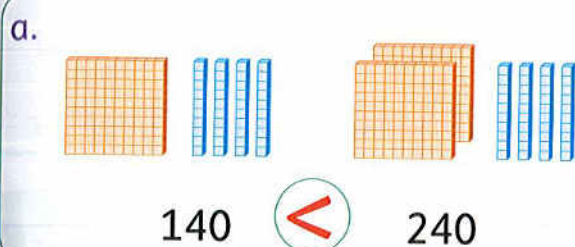
- Help your child know that : a three-digit number is greater than a two-digit number, and a two-digit number is greater than a one-digit number.

Exercise 12

Comparing numbers using $>$, $<$ or $=$

On Lessons 27 & 28

1 Compare, write $>$, $<$ or $=$. The first one is done for you.



2 Compare, write $>$, $<$ or $=$.

a. 725 $<$ 752

c. 154 $=$ 154

e. 45 $<$ 178

g. 391 $>$ 9

i. 187 $<$ 211

k. 112 $<$ 79

m. 99 $<$ 618

o. 714 $<$ 174

q. 47 $<$ 129

b. 572 $>$ 376

d. 38 $<$ 100

f. 512 $>$ 89

h. 512 $<$ 521

j. 75 $<$ 318

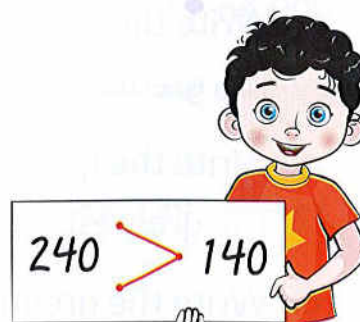
l. 315 $=$ 315

n. 94 $<$ 200

p. 762 $>$ 760

r. 218 $>$ 78

I put two dots next to 240 because it is the greater number and one dot next to 140 because it is the smaller one, and then I connect them.



3 Compare, write $>$, $<$ or $=$.

- | | | |
|------------------------|-----------------------|--------------------|
| a. 4 ones | <input type="radio"/> | 2 tens |
| b. 7 hundreds | <input type="radio"/> | 700 |
| c. 8 tens | <input type="radio"/> | 3 hundreds |
| d. 4 hundreds | <input type="radio"/> | 9 ones |
| e. 9 tens | <input type="radio"/> | 1 hundred |
| f. $200 + 70 + 1$ | <input type="radio"/> | $200 + 40 + 1$ |
| g. 3 tens + 7 ones | <input type="radio"/> | 1 hundred + 2 ones |
| h. Six hundred forty | <input type="radio"/> | 640 |
| i. Two hundred fifteen | <input type="radio"/> | 250 |
| j. 4 hundreds + 7 tens | <input type="radio"/> | 8 hundreds |
| k. $500 + 70 + 1$ | <input type="radio"/> | 625 |
| l. Thirty-eight | <input type="radio"/> | 729 |
| m. 3 hundreds + 9 ones | <input type="radio"/> | 520 |



4 Write the number.

- a. Write the greatest and the smallest number formed from 7, 8, 3
The greatest number is _____, the smallest number is _____
- b. Write the greatest and the smallest number formed from : 3, 9, 6
The greatest number is _____, the smallest number is _____
- c. Write the greatest and the smallest number formed from : 7, 2, 5
The greatest number is _____, the smallest number is _____
- d. Write the greatest and the smallest number formed from : 1, 6, 0
The greatest number is _____, the smallest number is _____

- e. Write the greatest and the smallest number formed from : 7, 0, 5
The greatest number is _____, the smallest number is _____
- f. Write the greatest 3-digit number _____
- g. Write the smallest 3-digit number _____
- h. Write the greatest 3-different digit number _____
- i. Write the smallest 3-different digit number _____



5 Write (✓) to the correct statement and (X) to the incorrect statement.

- a. $782 > 395$ ()
- b. $97 > 102$ ()
- c. 7 tens $>$ 6 hundreds ()
- d. $500 + 30 + 7 < 500 + 40 + 9$ ()
- e. $300 + 10 + 8 <$ three hundred eighteen ()
- f. The greatest number formed from 3, 0, 9 is 903 ()

6 Choose the correct answer.

- a. $749 >$ _____ (379 or 814 or 760)
- b. $371 <$ _____ (299 or 370 or 375)
- c. $800 + 30 + 7 >$ _____ (923 or 823 or 900)
- d. Seven hundred thirty-nine $<$ _____ (740 or 730 or 699)
- e. The smallest number formed from 3, 8, 1 is _____ (183 or 138 or 831)
- f. The greatest number formed from 0, 7, 6 is _____ (706 or 760 or 670)
- g. 3 hundreds $<$ _____ (432 or 196 or 99)



Learn Ordering from least to greatest

You can order numbers from least to greatest or from greatest to least.



Put these numbers in order from least to greatest. (The ascending order).

777 463 400 500 775

① Compare the hundreds digits.

463 400 500 777 775

② If the hundreds digits are the same, compare the tens digits.

400 463 500 777 775

③ If the tens digits are the same, compare the ones digits.

400 463 500 775 777



Check

Write the numbers in order from least to greatest.

Ascending order



72 , 5 , 27 , 52 , 10

Order is : _____ , _____ , _____ , _____ , _____

745 , 72 , 15 , 200 , 4

Order is : _____ , _____ , _____ , _____ , _____

926 , 713 , 198 , 502 , 183

Order is : _____ , _____ , _____ , _____ , _____



Notes for parents

- Remind your child that a one-digit number is less than a two-digit number, and a two-digit number is less than a three-digit number.

Learn Ordering from greatest to least

Put these numbers in order
from greatest to least.
(The descending order).

251

547

395

257

372

1 Compare the hundreds digits.

547

372

395

251

257

2 If the hundreds digits are
the same, compare the
tens digits.

547

395

372

251

257

3 If the tens digits are the same,
compare the ones digits.

547

395

372

257

251

✓ Check

Write the numbers in order from greatest to least.

7 , 12 , 25 , 47 , 29

Order is : _____ , _____ , _____ , _____ , _____

19 , 82 , 130 , 10 , 210

Order is : _____ , _____ , _____ , _____ , _____

273 , 499 , 500 , 25 , 167

Order is : _____ , _____ , _____ , _____ , _____

345 , 492 , 572 , 490 , 333

Order is : _____ , _____ , _____ , _____ , _____

Descending
order



* Remind your child that a three-digit number is greater than a two-digit number,
and a two-digit number is greater than a one-digit number.

Learn

Ordering numbers in different forms

$$500 + 30 + 7$$

expanded form

two hundred
forty-five

word form

745

standard form



- The greatest number is : 745
- The smallest number is : two hundred forty-five.
- The ascending order is : two hundred forty-five , $500 + 30 + 7$, 745
- The descending order is : 745 , $500 + 30 + 7$, two hundred forty-five.



Check

Circle the greatest number and underline the smallest number.

$300 + 50 + 9$, six hundred twenty-one , 159

Ninety-five , 710 , $400 + 1$

379 , five hundred eleven , $500 + 10$

800 , nine hundred one , $800 + 20 + 9$

Five hundred thirty-eight , 537 , $500 + 30 + 9$



Notes for parents

- Before ordering numbers, ask your child to determine the greatest number and the smallest number.

Exercise 13

Ordering numbers

On Lessons 29 & 30

1 Arrange from the smallest to the greatest "ascending order".

- a. 27 , 5 , 17 , 52

Order is _____ , _____ , _____ , _____

- b. 32 , 91 , 57 , 14 , 52

Order is _____ , _____ , _____ , _____ , _____

- c. 71 , 65 , 43 , 179 , 9

Order is _____ , _____ , _____ , _____ , _____

- d. 14 , 79 , 177 , 191 , 24

Order is _____ , _____ , _____ , _____ , _____

- e. 521 , 421 , 323 , 452 , 574

Order is _____ , _____ , _____ , _____ , _____

- f. 371 , 47 , 827 , 99 , 315

Order is _____ , _____ , _____ , _____ , _____

- g. 93 , 517 , 733 , 15 , 711

Order is _____ , _____ , _____ , _____ , _____

- h. 700 , 707 , 777 , 770 , 77

Order is _____ , _____ , _____ , _____ , _____



2 Arrange from the greatest to the smallest "descending order".

- a. 134 , 876 , 71 , 99 , 327

Order is _____ , _____ , _____ , _____ , _____

- b. 274 , 425 , 372 , 733 , 521

Order is _____ , _____ , _____ , _____ , _____



- c. 103 , 24 , 779 , 207 , 729

Order is _____ , _____ , _____ , _____ , _____

- d. 900 , 990 , 909 , 999 , 99

Order is _____ , _____ , _____ , _____ , _____

- e. 374 , 397 , 456 , 534 , 217

Order is _____ , _____ , _____ , _____ , _____

- f. 472 , 522 , 844 , 572 , 537

Order is _____ , _____ , _____ , _____ , _____

- g. 624 , 426 , 642 , 264 , 462

Order is _____ , _____ , _____ , _____ , _____



3 Arrange from the smallest to the greatest "ascending order".

- a. Eight hundred fifteen , $700 + 50 + 2$, 850

Order is _____ , _____ , _____

- b. Seventy-five , 715 , $700 + 5$

Order is _____ , _____ , _____

- c. 461 , four hundred sixteen , $600 + 10 + 6$

Order is _____ , _____ , _____

- d. $300 + 20 + 9$, 299 , three hundred thirty-three

Order is _____ , _____ , _____

- e. 427 , $500 + 70 + 8$, four hundred twenty-one

Order is _____ , _____ , _____

- f. One hundred forty-seven , 127 , $100 + 70 + 4$

Order is _____ , _____ , _____



- 4** Arrange from the greatest to the smallest "descending order".

a. 830 , seven hundred eighty , $900 + 3$

Order is _____ , _____ , _____

b. Five hundred thirty-eight , 79 , $500 + 80 + 3$

Order is _____ , _____ , _____

c. 619 , $600 + 20$, six hundred nine

Order is _____ , _____ , _____

d. Three hundred fifteen , 350 , $300 + 50 + 1$

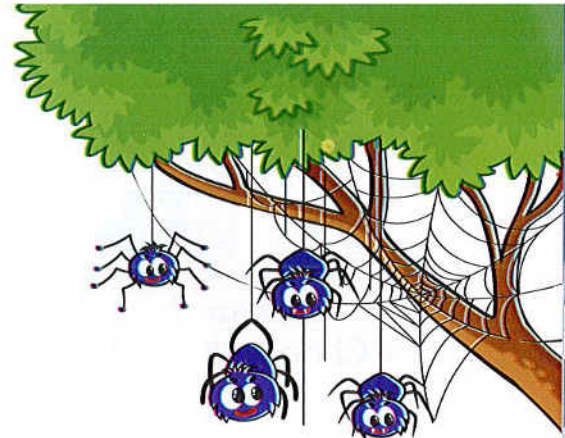
Order is _____ , _____ , _____

e. $800 + 30 + 4$, 843 , eight hundred thirty-six

Order is _____ , _____ , _____

f. 479 , $400 + 80 + 1$, five hundred eleven

Order is _____ , _____ , _____



- 5** Write 4 numbers that can be formed from the digits 7 , 3 , 8 and arrange them from the smallest to the greatest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____

- 6** Write 4 numbers that can be formed from the digits 4 , 5 , 3 and arrange them from the greatest to the smallest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____



Place
a smiley
face



Assessment Chapter 3

1 Choose the correct answer.

- a. The value of the digit 7 in 713 is _____ (7 or 70 or 700)
- b. Three hundred fourteen in standard form is _____ (340 or 314 or 413)
- c. 851 in expanded form is _____
(800 + 50 + 1 or 100 + 50 + 8 or 500 + 80 + 1)
- d. 724 _____ 599 (> or < or =)
- e. 88 _____ 114 (> or < or =)
- f. Eleven in standard form is _____ (11 or 2 or 17)

2 Write in words.

a. 70 _____

b. 8 _____

c. 321 _____

d. 903 _____

3 a. Arrange from the smallest to the greatest "ascending".

341 , 240 , 52 , 245 , 99

Order is : _____ , _____ , _____ , _____ , _____

b. Arrange from the greatest to the smallest "descending".

751 , 500 + 70 + 1 , seven hundred eighty

Order is : _____ , _____ , _____



Accumulative Assessment

Till chapter 3

1 Find the result.

a.

$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 33 \\ - 10 \\ \hline \end{array}$$

2 Write $>$, $<$ or $=$.

a. $13 - 4$ $3 + 10$

b. 740 99

c. 254 524

d. 111 200

3 Complete.

a. The value of the digit 3 in 835 is _____

c. 840 in expanded form is _____

e. 731 in word form is _____

b. $18 - \text{_____} = 15$

d. $\text{_____} + 6 = 14$

4 Sarah has 14 L.E. She bought a toy for 5 L.E.
How much money is remained with Sarah ?














5 Use the pictograph to answer.


a. How many students liked apple ? _____

b. How many more students liked apple than orange ? _____

c. How many students liked orange and mango ? _____

Favorite juice	
Apple	    
Orange	  
Mango	  

Key

 = 2 students

CHAPTER

4



Outcomes and key vocabulary of chapter four

Lessons 31 & 32 :

Outcomes :

- Participate in calendar math activities.
- Explain the commutative property of addition.
- Apply mental math strategies to solve addition and subtraction problems.

Key vocabulary :

- Addend
- Sum
- Difference
- Addition strategies

Lesson 34 :

Outcomes :

- Participate in calendar math activities.
- Add two 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve addition story problems.

Key vocabulary :

- Decomposing
- Ones
- Tens

Lesson 36 :

Outcomes :

- Participate in calendar math activities.
- Use place value to estimate sums and differences.
- Solve 2-digit addition and subtraction problems without regrouping.

Key vocabulary :

- Sum
- Difference
- Estimate
- Estimation
- Place value
- Strategy

Lessons 38 & 39 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition problems.
- Mentally calculate sums of two 1-digit numbers.
- Solve 2-digit addition problems with and without regrouping.
- Model regrouping using pictures or manipulatives.

Key vocabulary :

- Ones
- Tens
- Addend
- Place value
- Regrouping
- Sum
- Compare
- Equal
- Greater than
- Less than

Lesson 33 :

Outcomes :

- Participate in calendar math activities.
- Decompose a 2-digit number into tens and ones.

Key vocabulary :

- Decomposing
- Ones
- Tens

Lesson 35 :

Outcomes :

- Participate in calendar math activities.
- Subtract 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve subtraction story problems.

Key vocabulary :

- Difference
- Decomposing
- Ones
- Tens
- Subtract

Lesson 37 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition story problems.
- Use place value to estimate sums.

Key vocabulary :

- Decomposing
- Estimate
- Estimation
- Place value

Lesson 40 :

Outcomes :

- Participate in calendar math activities.
- Collaborate to add four 2-digit numbers.

Key vocabulary :

- Addend
- Sum
- Regrouping

- 4** Arrange from the greatest to the smallest "descending order".

a. 830 , seven hundred eighty , $900 + 3$

Order is _____ , _____ , _____

b. Five hundred thirty-eight , 79 , $500 + 80 + 3$

Order is _____ , _____ , _____

c. 619 , $600 + 20$, six hundred nine

Order is _____ , _____ , _____

d. Three hundred fifteen , 350 , $300 + 50 + 1$

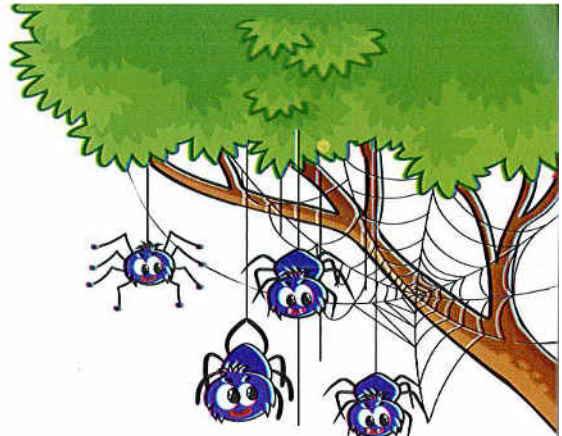
Order is _____ , _____ , _____

e. $800 + 30 + 4$, 843 , eight hundred thirty-six

Order is _____ , _____ , _____

f. 479 , $400 + 80 + 1$, five hundred eleven

Order is _____ , _____ , _____



- 5** Write 4 numbers that can be formed from the digits 7 , 3 , 8 and arrange them from the smallest to the greatest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____

- 6** Write 4 numbers that can be formed from the digits 4 , 5 , 3 and arrange them from the greatest to the smallest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____



Place
a smiley
face



Assessment Chapter 3

1 Choose the correct answer.

- a. The value of the digit 7 in 713 is _____ (7 or 70 or 700)
- b. Three hundred fourteen in standard form is _____ (340 or 314 or 413)
- c. 851 in expanded form is _____
(800 + 50 + 1 or 100 + 50 + 8 or 500 + 80 + 1)
- d. 724 _____ 599 (> or < or =)
- e. 88 _____ 114 (> or < or =)
- f. Eleven in standard form is _____ (11 or 2 or 17)

2 Write in words.

a. 70 _____

b. 8 _____

c. 321 _____

d. 903 _____

3 a. Arrange from the smallest to the greatest "ascending".

341 , 240 , 52 , 245 , 99

Order is : _____ , _____ , _____ , _____ , _____

b. Arrange from the greatest to the smallest "descending".

751 , 500 + 70 + 1 , seven hundred eighty

Order is : _____ , _____ , _____



Accumulative Assessment

Till chapter 3

1 Find the result.

a.

$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 33 \\ - 10 \\ \hline \end{array}$$

2 Write $>$, $<$ or $=$.

a. $13 - 4$ $3 + 10$

b. 740 99

c. 254 524

d. 111 200

3 Complete.

a. The value of the digit 3 in 835 is _____

c. 840 in expanded form is _____

e. 731 in word form is _____

b. $18 - \text{_____} = 15$

d. $\text{_____} + 6 = 14$

4 Sarah has 14 L.E. She bought a toy for 5 L.E.
How much money is remained with Sarah ?














5 Use the pictograph to answer.


a. How many students liked apple ? _____

b. How many more students liked apple than orange ? _____

c. How many students liked orange and mango ? _____

Favorite juice	
Apple	    
Orange	  
Mango	  

Key

 = 2 students

CHAPTER

4



Outcomes and key vocabulary of chapter four

Lessons 31 & 32 :

Outcomes :

- Participate in calendar math activities.
- Explain the commutative property of addition.
- Apply mental math strategies to solve addition and subtraction problems.

Key vocabulary :

- Addend
- Sum
- Difference
- Addition strategies

Lesson 34 :

Outcomes :

- Participate in calendar math activities.
- Add two 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve addition story problems.

Key vocabulary :

- Decomposing
- Ones
- Tens

Lesson 36 :

Outcomes :

- Participate in calendar math activities.
- Use place value to estimate sums and differences.
- Solve 2-digit addition and subtraction problems without regrouping.

Key vocabulary :

- Sum
- Difference
- Estimate
- Estimation
- Place value
- Strategy

Lessons 38 & 39 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition problems.
- Mentally calculate sums of two 1-digit numbers.
- Solve 2-digit addition problems with and without regrouping.
- Model regrouping using pictures or manipulatives.

Key vocabulary :

- Ones
- Tens
- Addend
- Place value
- Regrouping
- Sum
- Compare
- Equal
- Greater than
- Less than

Lesson 33 :

Outcomes :

- Participate in calendar math activities.
- Decompose a 2-digit number into tens and ones.

Key vocabulary :

- Decomposing
- Ones
- Tens

Lesson 35 :

Outcomes :

- Participate in calendar math activities.
- Subtract 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve subtraction story problems.

Key vocabulary :

- Difference
- Decomposing
- Ones
- Tens
- Subtract

Lesson 37 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition story problems.
- Use place value to estimate sums.

Key vocabulary :

- Decomposing
- Estimate
- Estimation
- Place value

Lesson 40 :

Outcomes :

- Participate in calendar math activities.
- Collaborate to add four 2-digit numbers.

Key vocabulary :

- Addend
- Sum
- Regrouping

Lessons 31 & 32

- Commutative property of addition
- Counting on and counting back

Learn Commutative property of addition

You can add in any order and the sum is the same.



I write $4 + 2 = 6$
for this train.



$$4 + 2 = 6$$

When I turn the
train around, I can
write $2 + 4 = 6$.



$$2 + 4 = 6$$



Then the addition is commutative.



Check

Find the sum. The first one is done for you.

$$3 + 8 = 11$$

$$3 + 9 = \underline{\quad}$$

$$1 + 8 = \underline{\quad}$$

$$8 + 3 = 11$$

$$9 + 3 = \underline{\quad}$$

$$8 + 1 = \underline{\quad}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

Notes for parents

- Ask your child to use small cubes to show $6 + 3$ and $3 + 6$, and then ask him/her to tell you why the two sums are the same.

Learn

Counting on and counting back

Use count on to add

What is $5 + 24$?

Start at 24.

Then count on 5 more.

25, 26, 27, 28, 29

The sum is 29.

Then : $5 + 24 = 29$

Use count back to subtract

What is $43 - 6$?

Start at 43.

Then count back 6.

42, 41, 40, 39, 38, 37

The difference is 37.

Then : $43 - 6 = 37$



Check

Count on to find the sum.

$$53 + 7 = \underline{\hspace{2cm}}$$

$$9 + 14 = \underline{\hspace{2cm}}$$

$$8 + 61 = \underline{\hspace{2cm}}$$

$$20 + 6 = \underline{\hspace{2cm}}$$

$$5 + 87 = \underline{\hspace{2cm}}$$

Count back to find the difference.

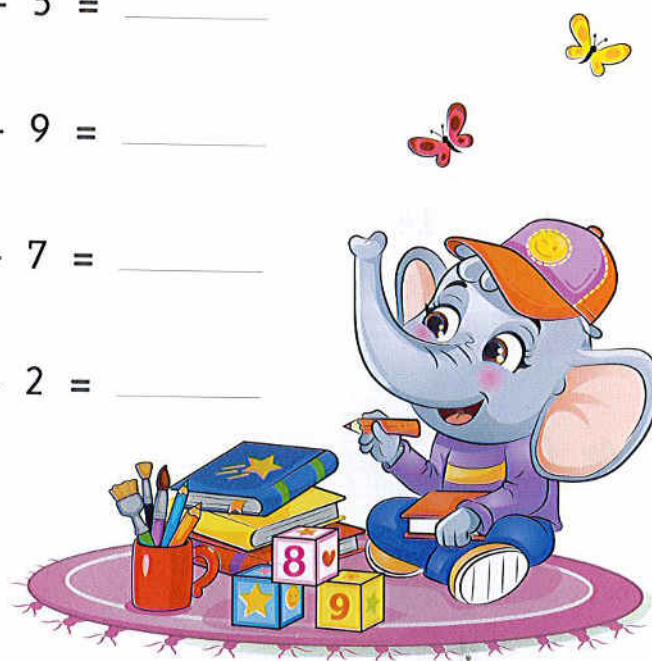
$$31 - 1 = \underline{\hspace{2cm}}$$

$$26 - 5 = \underline{\hspace{2cm}}$$

$$44 - 9 = \underline{\hspace{2cm}}$$

$$13 - 7 = \underline{\hspace{2cm}}$$

$$60 - 2 = \underline{\hspace{2cm}}$$



* Help your child add by count on starting with the greater number because it is easier than starting with the smaller number.

Exercise 14

- Commutative property of addition
- Counting on and counting back

On Lessons 31 & 32

1 Complete.

a. $7 + 8 = 8 + \underline{\quad}$

c. $\underline{\quad} + 5 = 5 + 3$

e. $5 + 15 = 15 + \underline{\quad}$

b. $7 + 4 = 4 + \underline{\quad}$

d. $8 + 4 = \underline{\quad} + 8$

f. $30 + \underline{\quad} = 9 + 30$

2 Color the addition sentences in each row that have the same sum.

a. $13 + 5$

$12 + 5$

$5 + 13$

b. $4 + 16$

$16 + 4$

$15 + 4$

c. $7 + 17$

$7 + 16$

$16 + 7$

d. $13 + 3$

$13 + 2$

$2 + 13$

3 Add.

a.
$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

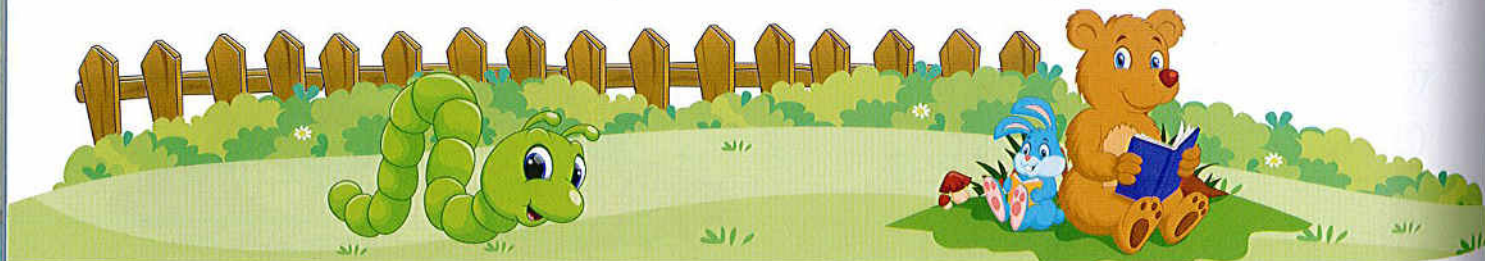
$$\begin{array}{r} 3 \\ + 14 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 17 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 17 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 11 \\ \hline \end{array}$$



4 Find the sum. Then rewrite the problems by switching the addends and solve it. The first one is done for you.

a. $3 + 15 = 18$ \rightarrow $15 + 3 = 18$

b. $8 + 9 =$ \rightarrow $+ =$

c. $11 + 5 =$ \rightarrow $+ =$

d. $4 + 12 =$ \rightarrow $+ =$

e. $6 + 18 =$ \rightarrow $+ =$

f. $30 + 5 =$ \rightarrow $+ =$

5 Join.

Count on to add and
count back to subtract.

a. $30 + 7$ •

• 48

b. $41 - 8$ •

• 37

c. $5 + 65$ •

• 33

d. $52 - 4$ •

• 70



6 Find the answer.

a. $35 + 7 =$ _____

d. $28 + 7 =$ _____

g. $32 + 5 =$ _____

j. $45 - 8 =$ _____

m. $19 - 3 =$ _____

p. $61 - 2 =$ _____

b. $72 + 8 =$ _____

e. $37 + 7 =$ _____

h. $24 + 6 =$ _____

k. $24 - 7 =$ _____

n. $23 - 4 =$ _____

q. $34 - 7 =$ _____

c. $42 + 6 =$ _____

f. $15 + 8 =$ _____

i. $59 + 6 =$ _____

l. $32 - 5 =$ _____

o. $15 - 9 =$ _____

r. $22 - 8 =$ _____

7 Write (✓) to the correct statement and (X) to the incorrect statement.

a. $35 + 8 = 42$ ()

c. $43 - 7 = 26$ ()

e. $9 + 5 = 10 + 4$ ()

g. $72 + 7 = 77$ ()

i. $8 + 3 > 3 + 8$ ()

b. $7 + 8 = 8 + 7$ ()

d. $52 - 3 = 49$ ()

f. $25 + 9 = 33$ ()

h. $18 - 9 = 9$ ()

j. $42 - 6 = 36$ ()

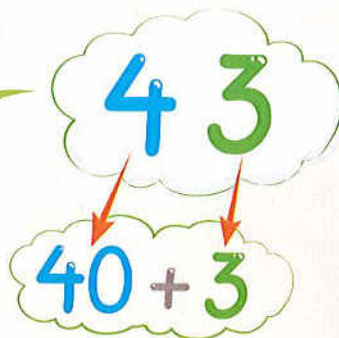
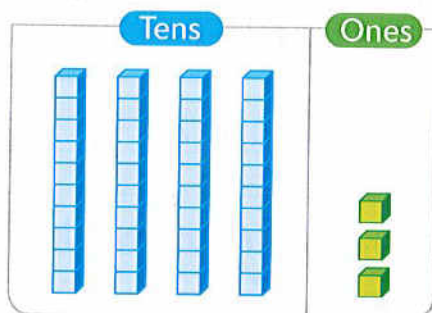


Place
a smiley
face

Decomposing a 2-digit number

Learn

Decompose a 2-digit number means writing it as sum of tens and ones.



The digit 4 is in the tens place. This means 4 has a value of 40.

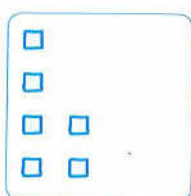
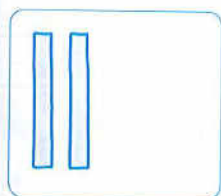


The digit 3 is in the ones place. This means 3 has a value of 3.



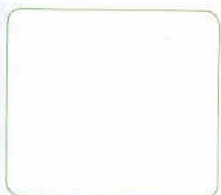
Check

Decompose the numbers. The first one is done for you.



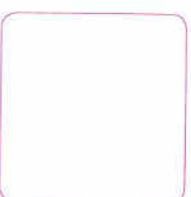
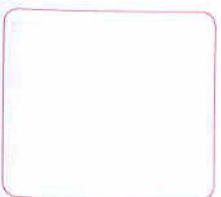
26

$$\boxed{20} + \boxed{6}$$



59

$$\boxed{\quad} + \boxed{\quad}$$



71

$$\boxed{\quad} + \boxed{\quad}$$

Notes for parents

* Give your child a number of objects, such as paper clips (fewer than 100). Ask your child to put them in groups of tens and ones and tell you how many there are in all.

Exercise 15

Decomposing a 2-digit number

On Lesson 33

1 Circle what is the value of the **blue** digit.

a. 36 60 or 6	b. 57 5 or 50	c. 40 40 or 4	d. 73 30 or 3
e. 26 2 or 20	f. 61 1 or 10	g. 71 70 or 7	h. 67 60 or 6
i. 14 10 or 1	j. 54 50 or 5	k. 84 4 or 40	l. 51 1 or 10

2 Decompose the numbers. The first one is done for you.

a.			52	<u>50</u> + <u>2</u>
b.			35	<u> </u> + <u> </u>
c.			67	<u> </u> + <u> </u>



d.

25

+

e.

70

+

f.

17

+

3 Choose the correct answer.

a. $40 + 2 = \underline{\quad}$

(42 or 24 or 14)

b. $90 + 5 = \underline{\quad}$

(59 or 509 or 95)

c. $6 + 70 = \underline{\quad}$

(670 or 76 or 67)

d. $50 + 1 = \underline{\quad}$

(501 or 51 or 15)

e. $9 + 10 = \underline{\quad}$

(910 or 91 or 19)

f. $30 + 8 = \underline{\quad}$

(38 or 83 or 308)

g. $70 + \underline{\quad} = 72$

(2 or 20 or 22)

h. $\underline{\quad} + 5 = 35$

(3 or 30 or 300)

i. $7 + \underline{\quad} = 87$

(8 or 80 or 800)

4 Match.

a. $50 + 4$

45

b. 79

97

c. $90 + 7$

68

d. $5 + 40$

54

e. $60 + 8$

70 + 9

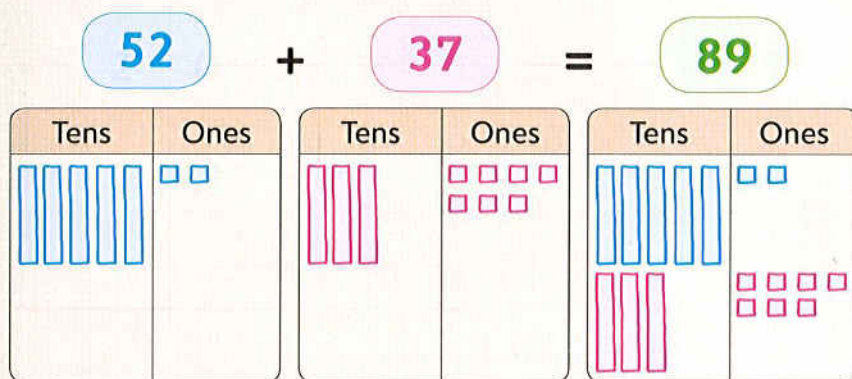
Place
a smiley
face

Learn

- How to add $52 + 37$?

First way

Decompose by drawing sticks for tens and small squares for ones for each addend to add.



I added the ones

$$2 + 7 = 9$$

I added the tens

$$50 + 30 = 80$$

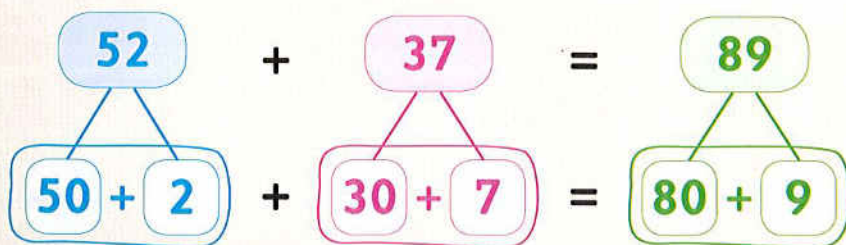
How many in all ?

$$80 + 9 = 89$$

So, $52 + 37 = 89$

Second way

Decompose each addend into tens and ones to add.



Notes for parents

- Make sure that your child added ones to ones and tens to tens.
- Ask your child to explain how to decompose an addend.



Check

Draw sticks and small squares to add.

$$23 + 16 = \underline{\quad\quad}$$

Tens	Ones	Tens	Ones	Tens	Ones

• Add the ones $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

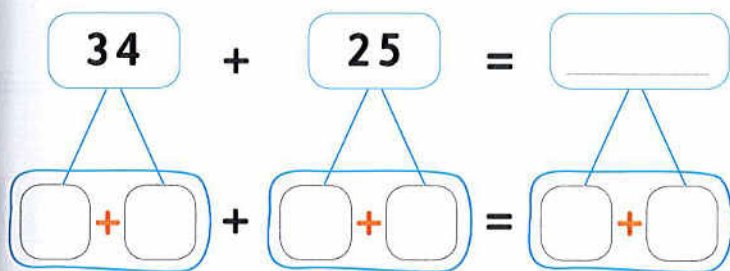
• Add the tens $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

• How many in all ?

$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

So, $23 + 16 = \underline{\quad\quad}$

Decompose each addend to add.



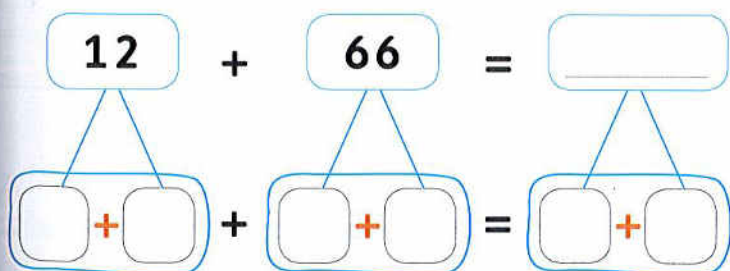
• Add the ones $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

• Add the tens $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

• How many in all ?

$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

So, $34 + 25 = \underline{\quad\quad}$



• Add the ones $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

• Add the tens $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

• How many in all ?

$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

So, $12 + 66 = \underline{\quad\quad}$



* Help your child remember the two ways of addition to solve the problems in this page.

Exercise 16

Adding tens and ones

On Lesson 34

1 Draw sticks and small squares to add.

a. $34 + 42 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?
_____ + _____ = _____

So, $34 + 42 =$ _____

b. $15 + 51 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?
_____ + _____ = _____

So, $15 + 51 =$ _____

c. $22 + 74 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?
_____ + _____ = _____

So, $22 + 74 =$ _____

d. $67 + 20 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?
_____ + _____ = _____

So, $67 + 20 =$ _____



2 Decompose each addend to add.

a.

52 + 14 =

+ =

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- How many in all ?

So, $52 + 14 = \underline{\hspace{2cm}}$

b.

31 + 43 =

3 1 + 4 3 =

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- How many in all ?

So, $31 + 43 = \underline{\hspace{2cm}}$

C.

36 + 63 =

 + = +

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- How many in all ?

So, $36 + 63 = \underline{\hspace{2cm}}$

d.

24 + 11 =

Below the numbers, there are two boxes connected by lines, with a plus sign between them. This is followed by a plus sign, another set of two boxes with a plus sign, an equals sign, and a final rounded rectangle with a blank space and a horizontal line.

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- How many in all ?

So, $24 + 11 = \underline{\hspace{2cm}}$

3 Find the answer.

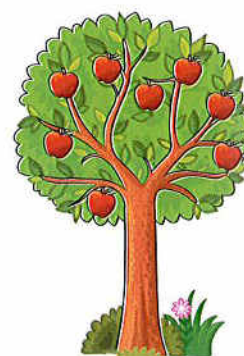
- a. Adel read 15 pages of a book in one day. In the next day he read 22 pages.
How many pages did he read in the two days ?

□		+	□		=	□	
Tens	Ones		Tens	Ones		Tens	Ones



- b. A garden has 41 apple trees and 56 orange trees.
How many trees are there in the garden ?

□		+	□		=	□	



- c. Ahmed has 53 pounds. His father gave him 35 pounds as a present.
How much money does Ahmed have now ?



- d. Mary has 30 stamps. Her brother Maged has 45 stamps.
How many stamps do they have in all ?



4 Solve each of the following addition problems.

a.
$$\begin{array}{r} 52 \\ + 34 \\ \hline \end{array}$$

Work area

b.
$$\begin{array}{r} 21 \\ + 18 \\ \hline \end{array}$$

Work area

c.
$$\begin{array}{r} 36 \\ + 11 \\ \hline \end{array}$$

Work area

d.
$$\begin{array}{r} 62 \\ + 25 \\ \hline \end{array}$$

Work area

e.
$$\begin{array}{r} 83 \\ + 4 \\ \hline \end{array}$$

Work area

f.
$$\begin{array}{r} 73 \\ + 20 \\ \hline \end{array}$$

Work area



Think:

4 is 4 ones
and
0 tens.



Think:

20 is 2 tens
and
0 ones.

5 Find the result of each of the following.

a. $23 + 45 = \underline{\quad}$

c. $42 + 53 = \underline{\quad}$

e. $31 + 60 = \underline{\quad}$

g. $7 + 41 = \underline{\quad}$

i. $82 + 5 = \underline{\quad}$

b. $14 + 15 = \underline{\quad}$

d. $63 + 26 = \underline{\quad}$

f. $33 + 25 = \underline{\quad}$

h. $14 + 15 = \underline{\quad}$

j. $56 + 22 = \underline{\quad}$



Place
a smiley
face

Lesson 35

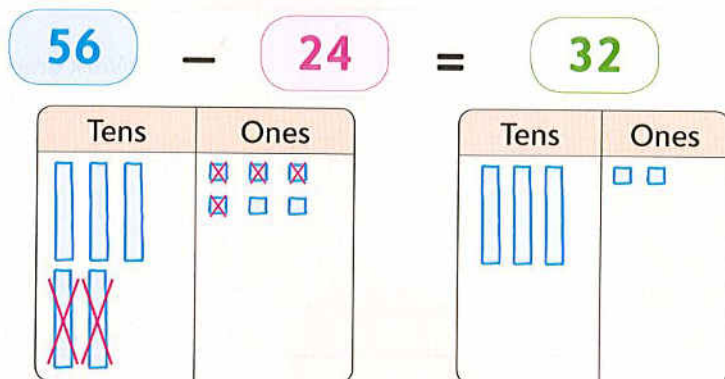
Subtracting tens and ones

Learn

- How to subtract $56 - 24$?

First way

Decompose by drawing sticks for tens and small squares for ones for the first number, then take away the second number to subtract.



I subtracted the ones

$$6 - 4 = 2$$

I subtracted the tens

$$50 - 20 = 30$$

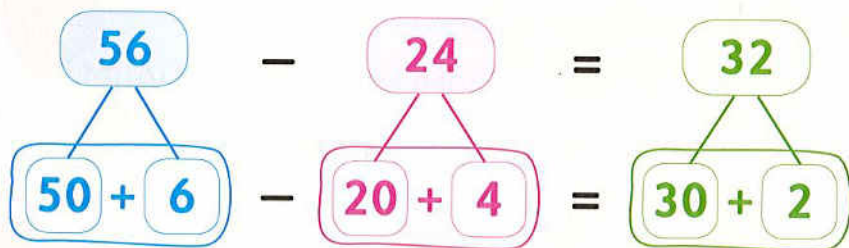
How many in all ?

$$30 + 2 = 32$$

$$\text{So, } 56 - 24 = 32$$

Second way

Decompose each number into tens and ones to subtract.



Notes for parents

- Make sure that your child subtracted the smaller number from the greater number and subtracted ones from ones and tens from tens.
- Ask your child to remember how to decompose the numbers.



Check

Draw sticks and small squares. Take away to subtract.

$$64 - 13 = \underline{\quad}$$

Tens	Ones

Tens	Ones

• Subtract the ones $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $64 - 13 = \underline{\quad}$

Decompose each number to subtract.

$$\begin{array}{c}
 \boxed{39} \\
 \swarrow \quad \searrow \\
 \boxed{} + \boxed{}
 \end{array}
 -
 \begin{array}{c}
 \boxed{26} \\
 \swarrow \quad \searrow \\
 \boxed{} + \boxed{}
 \end{array}
 =
 \begin{array}{c}
 \boxed{} \\
 \swarrow \quad \searrow \\
 \boxed{} + \boxed{}
 \end{array}$$

• Subtract the ones $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $39 - 26 = \underline{\quad}$

$$\begin{array}{c}
 \boxed{75} \\
 \swarrow \quad \searrow \\
 \boxed{} + \boxed{}
 \end{array}
 -
 \begin{array}{c}
 \boxed{41} \\
 \swarrow \quad \searrow \\
 \boxed{} + \boxed{}
 \end{array}
 =
 \begin{array}{c}
 \boxed{} \\
 \swarrow \quad \searrow \\
 \boxed{} + \boxed{}
 \end{array}$$

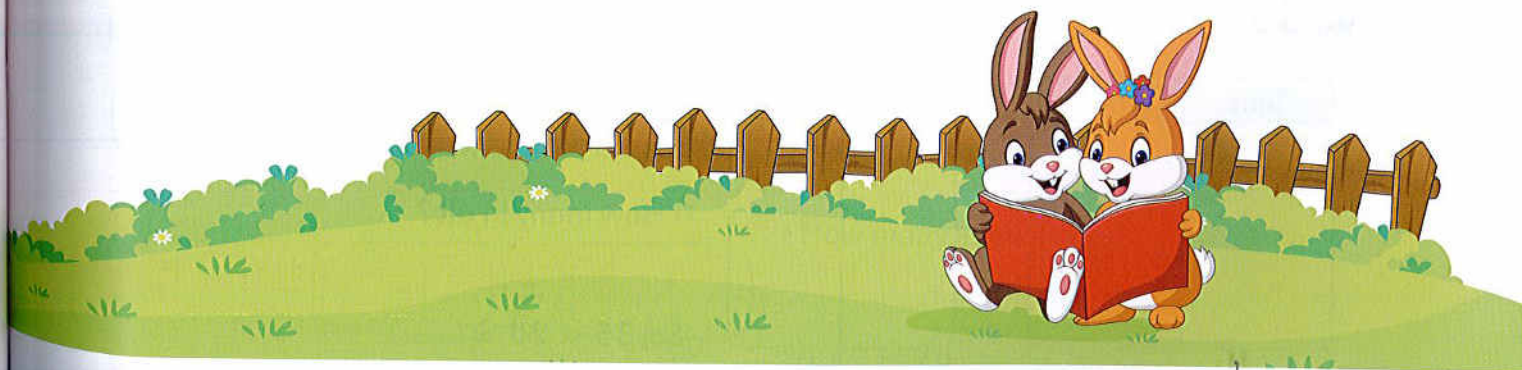
• Subtract the ones $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $75 - 41 = \underline{\quad}$



• Ask your child to remember the two ways of subtraction to solve the problems in this page.

Exercise 17

Subtracting tens and ones

On Lesson 35

1 Draw sticks and small squares to subtract.

a. $49 - 32 =$ _____

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $49 - 32 =$ _____

b. $87 - 55 =$ _____

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $87 - 55 =$ _____

c. $76 - 34 =$ _____

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $76 - 34 =$ _____

d. $35 - 20 =$ _____

Tens	Ones

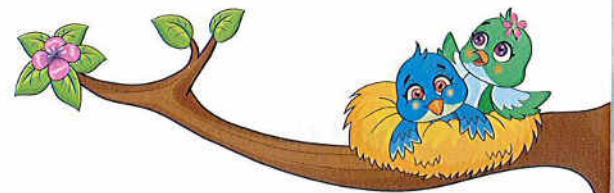
Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $35 - 20 =$ _____



2 Decompose each number into tens and ones to subtract.

a.

$$\begin{array}{c} \boxed{94} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} - \begin{array}{c} \boxed{52} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} = \begin{array}{c} \boxed{} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array}$$

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $94 - 52 =$ _____

b.

$$\begin{array}{c} \boxed{86} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} - \begin{array}{c} \boxed{33} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} = \begin{array}{c} \boxed{} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array}$$

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $86 - 33 =$ _____

c.

$$\begin{array}{c} \boxed{77} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} - \begin{array}{c} \boxed{16} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} = \begin{array}{c} \boxed{} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array}$$

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $77 - 16 =$ _____

d.

$$\begin{array}{c} \boxed{42} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} - \begin{array}{c} \boxed{20} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array} = \begin{array}{c} \boxed{} \\ \swarrow \searrow \\ \boxed{} + \boxed{} \end{array}$$

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?
_____ + _____ = _____

So, $42 - 20 =$ _____

3 Find the answer.

- a. The number of pupils in a school is 96. If the number of boys is 41.
How many girls are there in this school ?

Tens	Ones	

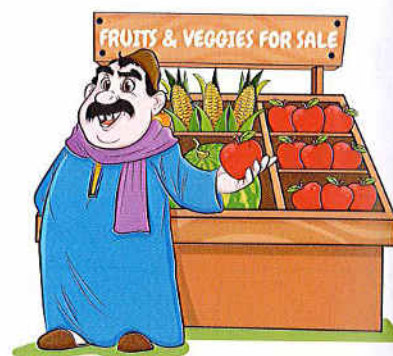
Tens	Ones	



- b. A fruit seller has 98 apples. He sold 36 of them.
How many apples are remaining ?

+	+	

+	+	



- c. Mostafa has 35 pounds. If he bought a chocolate bar for 15 pounds.
What is the remainder with him ?



- d. Karim has 38 marbles. His sister Karma has 23 marbles.
How many more marbles does Karim have than Karma ?



4 Find the difference in each of the following problems.

a.
$$\begin{array}{r} 79 \\ - 14 \\ \hline \end{array}$$

Work area

b.
$$\begin{array}{r} 17 \\ - 13 \\ \hline \end{array}$$

Work area

c.
$$\begin{array}{r} 26 \\ - 16 \\ \hline \end{array}$$

Work area

d.
$$\begin{array}{r} 82 \\ - 71 \\ \hline \end{array}$$

Work area

e.
$$\begin{array}{r} 38 \\ - 6 \\ \hline \end{array}$$

Work area

f.
$$\begin{array}{r} 95 \\ - 40 \\ \hline \end{array}$$

Work area



Think:
6 is 6 ones
and
0 tens.



Think:
40 is 4 tens
and
0 ones.

5 Find the result.

a. $53 - 12 = \underline{\quad}$

c. $78 - 68 = \underline{\quad}$

e. $49 - 25 = \underline{\quad}$

g. $58 - 34 = \underline{\quad}$

i. $68 - 40 = \underline{\quad}$

b. $95 - 4 = \underline{\quad}$

d. $86 - 32 = \underline{\quad}$

f. $77 - 46 = \underline{\quad}$

h. $89 - 82 = \underline{\quad}$

j. $39 - 19 = \underline{\quad}$



Place
a smiley
face

Estimation to add and subtract 2-digit numbers

Learn

Using numbers chart to estimate

Estimation is finding a number that is **close** to another number.
Estimation makes the numbers easier to add and subtract.

You can use the 120 chart to estimate a 2-digit number.

- 12 is closer to 10
- 58 is closer to 60

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

I can use the nearest ten to estimate.



Check

Use the 120 chart to estimate the following numbers.

- | | | |
|--------------------------|--------------------------|--------------------------|
| a. 41 is closer to _____ | b. 26 is closer to _____ | c. 14 is closer to _____ |
| d. 8 is closer to _____ | e. 89 is closer to _____ | f. 73 is closer to _____ |
| g. 57 is closer to _____ | h. 18 is closer to _____ | i. 32 is closer to _____ |

Notes for parents

- Make sure that your child understood the estimation.
- Find more numbers and ask your child to find the closer number.

Learn

Estimation to add and subtract using numbers chart

You can use the 120 chart to estimate in addition and subtraction.

- 48 is closer to 50
- 21 is closer to 20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



In addition

48

+ 21

Think:

50

+ 20

70

So, $48 + 21$ is about 70

In subtraction

48

- 21

Think:

50

- 20

30

So, $48 - 21$ is about 30



Check

Use the 120 chart to estimate.

27

+ 11

Think:

+

$27 + 11$ is about _____

62

- 21

Think:

-

$62 - 21$ is about _____

16

+ 40

Think:

+

$16 + 40$ is about _____

59

- 37

Think:

-

$59 - 37$ is about _____

• Tell your child that estimation does not give you the exact answer but gives you a closer answer.

Learn Estimation to add and subtract using place value

You can use place value to estimate in addition and subtraction.
Circle the highest place value in the first number and the second number.

Using tens can help you estimate.



In addition

$$\begin{array}{r} \textcircled{3}1 \\ + \textcircled{4}2 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} 30 \\ + 40 \\ \hline 70 \end{array}$$

So, $31 + 42$ is about **70**

In subtraction

$$\begin{array}{r} \textcircled{5}4 \\ - \textcircled{2}3 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} 50 \\ - 20 \\ \hline 30 \end{array}$$

So, $54 - 23$ is about **30**



Check

Use place value strategy to estimate.

a.

$$\begin{array}{r} 52 \\ + 32 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \\ + \\ \hline \end{array}$$

$52 + 32$ is about _____

b.

$$\begin{array}{r} 93 \\ - 52 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \\ - \\ \hline \end{array}$$

$93 - 52$ is about _____

c.

$$\begin{array}{r} 11 \\ + 63 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \\ - \\ \hline \end{array}$$

$11 + 63$ is about _____

d.

$$\begin{array}{r} 36 \\ - 14 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \\ - \\ \hline \end{array}$$

$36 - 14$ is about _____

Notes for parents

- Let your child use the place value strategy to estimate the sum or the difference.

Exercise 18

Estimation to add and subtract 2-digit numbers

On Lesson 36

1 Use the 120 chart to estimate the following numbers.

a. 27 is closer to _____

c. 82 is closer to _____

e. 9 is closer to _____

g. 38 is closer to _____

i. 64 is closer to _____

b. 71 is closer to _____

d. 87 is closer to _____

f. 57 is closer to _____

h. 41 is closer to _____

j. 12 is closer to _____



2 Use the 120 chart to estimate.

a.

$$\begin{array}{r} 37 \\ + 22 \\ \hline \end{array}$$

Think:
 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$

37 + 22 is about _____

b.

$$\begin{array}{r} 73 \\ - 21 \\ \hline \end{array}$$

Think:
 $\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$

73 - 21 is about _____

c.

$$\begin{array}{r} 58 \\ + 27 \\ \hline \end{array}$$

Think:
 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$

58 + 27 is about _____

d.

$$\begin{array}{r} 68 \\ - 21 \\ \hline \end{array}$$

Think:
 $\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$

68 - 21 is about _____

e.

$$\begin{array}{r} 18 \\ + 42 \\ \hline \end{array}$$

Think:
 $\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$

18 + 42 is about _____

f.

$$\begin{array}{r} 49 \\ - 28 \\ \hline \end{array}$$

Think:
 $\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$

49 - 28 is about _____

3 Use place value strategy to estimate.



a.

$$\begin{array}{r} 31 \\ + 63 \\ \hline \end{array}$$

Think:

31 + 63 is about _____

b.

$$\begin{array}{r} 49 \\ - 27 \\ \hline \end{array}$$

Think:

49 - 27 is about _____

c.

$$\begin{array}{r} 42 \\ + 33 \\ \hline \end{array}$$

Think:

42 + 33 is about _____

d.

$$\begin{array}{r} 49 \\ - 18 \\ \hline \end{array}$$

Think:

49 - 18 is about _____

e.

$$\begin{array}{r} 53 \\ - 21 \\ \hline \end{array}$$

Think:

53 - 21 is about _____

f.

$$\begin{array}{r} 27 \\ + 37 \\ \hline \end{array}$$

Think:

27 + 37 is about _____

g.

$$\begin{array}{r} 91 \\ - 23 \\ \hline \end{array}$$

Think:

91 - 23 is about _____

h.

$$\begin{array}{r} 87 \\ + 19 \\ \hline \end{array}$$

Think:

87 + 19 is about _____

4 Choose.

a. 72 - 31 is about _____

(30 or 40 or 50)

b. 84 - 12 is about _____

(70 or 80 or 90)

c. 53 + 34 is about _____

(20 or 80 or 90)

d. 31 - 14 is about _____

(20 or 30 or 40)

5 Find the answer.

- a. A bookstore sold 34 books on Wednesday and 23 books on Thursday.

Estimate how many books sold on the two days.



- b. Ayman collected 63 stamps. He gave 42 to his friend.

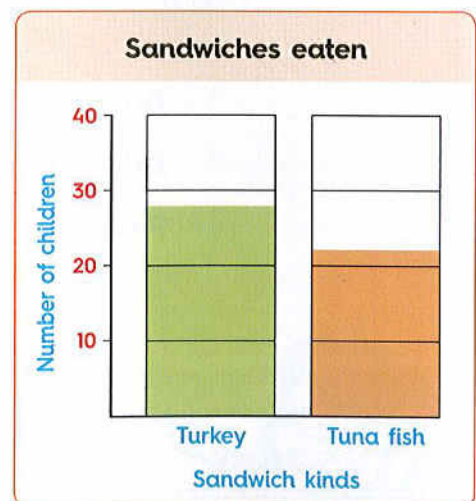
Estimate how many stamps were left.



6 Problem Solving :

This graph shows how many children chose sandwiches for lunch.

- a. About how many children chose turkey sandwiches ?
- b. About how many children chose tuna fish sandwiches ?
- c. About how many children in all chose sandwiches for lunch ?
- d. About how many more children chose turkey than tuna fish sandwiches ?



Place
a smiley
face

Lesson 37

Accepted or not accepted estimation

Learn

- Estimate the sum of $23 + 31$

My estimation is 50.



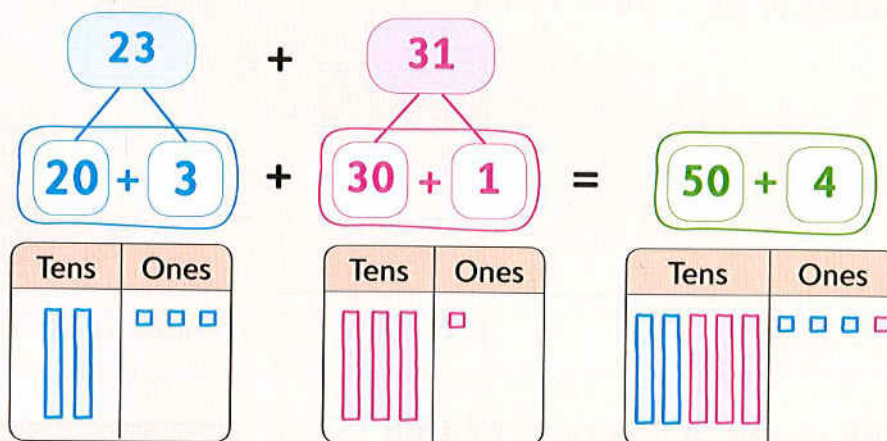
By using the place value strategy.

Think

$$20 + 30 = 50$$

So, the estimation is 50.

- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones : $3 + 1 = 4$

Add the tens : $20 + 30 = 50$

Find the actual sum : $50 + 4 = 54$



The actual sum is **close** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **accepted**.

Notes for parents

- Tell your child that estimation does not give you the actual sum.
- Use the 120 chart to compare his/her estimation and the actual sum.

Learn

- Estimate the sum of $27 + 38$

By using the place value strategy.

So, the estimation is 50.

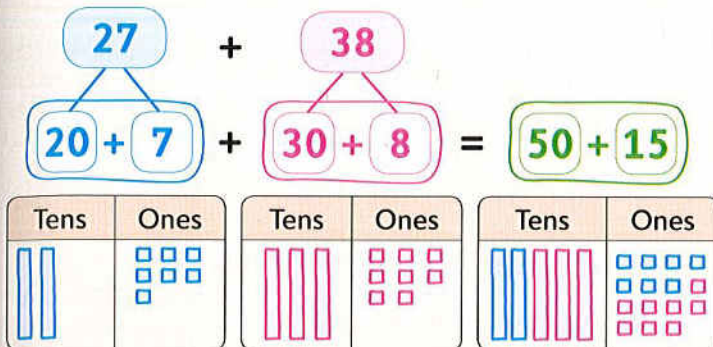
My estimation is 50.

Think

$$20 + 30 = 50$$



- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones : $7 + 8 = 15$

Add the tens : $20 + 30 = 50$

Find the actual sum : $50 + 15 = 65$



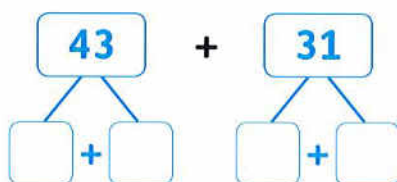
The actual sum is **not close** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **not accepted**.



Check



My estimation is _____

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is : Accepted.

Not accepted.



• Ask your child to think why that estimation using place value strategy does not always give you accepted estimation.

Exercise 19

Accepted or not accepted estimation

On Lesson 37

1 Estimate the sum. Find the actual sum.

Choose if your estimation is accepted or not accepted.

a. $\begin{array}{|c|} \hline 62 \\ \hline \end{array} + \begin{array}{|c|} \hline 11 \\ \hline \end{array}$ My estimation is _____

$\begin{array}{|c|} \hline \square + \square \\ \hline \end{array} \quad \begin{array}{|c|} \hline \square + \square \\ \hline \end{array}$

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

b. $\begin{array}{|c|} \hline 26 \\ \hline \end{array} + \begin{array}{|c|} \hline 57 \\ \hline \end{array}$ My estimation is _____

$\begin{array}{|c|} \hline \square + \square \\ \hline \end{array} \quad \begin{array}{|c|} \hline \square + \square \\ \hline \end{array}$

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

c. $\begin{array}{|c|} \hline 24 \\ \hline \end{array} + \begin{array}{|c|} \hline 28 \\ \hline \end{array}$ My estimation is _____

$\begin{array}{|c|} \hline \square + \square \\ \hline \end{array} \quad \begin{array}{|c|} \hline \square + \square \\ \hline \end{array}$

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

d. $\begin{array}{|c|} \hline 42 \\ \hline \end{array} + \begin{array}{|c|} \hline 22 \\ \hline \end{array}$ My estimation is _____

$\begin{array}{|c|} \hline \square + \square \\ \hline \end{array} \quad \begin{array}{|c|} \hline \square + \square \\ \hline \end{array}$

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

e. $\begin{array}{|c|} \hline 35 \\ \hline \end{array} + \begin{array}{|c|} \hline 59 \\ \hline \end{array}$ My estimation is _____

$\begin{array}{|c|} \hline \square + \square \\ \hline \end{array} \quad \begin{array}{|c|} \hline \square + \square \\ \hline \end{array}$

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

f. $\begin{array}{|c|} \hline 28 \\ \hline \end{array} + \begin{array}{|c|} \hline 36 \\ \hline \end{array}$ My estimation is _____

$\begin{array}{|c|} \hline \square + \square \\ \hline \end{array} \quad \begin{array}{|c|} \hline \square + \square \\ \hline \end{array}$

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

g. $\begin{array}{c} 51 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 42 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$ My estimation is _____

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is

Accepted Not accepted

h. $\begin{array}{c} 39 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 21 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$ My estimation is _____

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

i. $\begin{array}{c} 17 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 22 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$ My estimation is _____

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

j. $\begin{array}{c} 11 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 31 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$ My estimation is _____

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

2 Estimate the sum. Find the actual sum. Choose if your estimation is accepted or not accepted.

a. $31 + 22$

Estimation = _____

Actual sum = _____

Accepted Not accepted

b. $48 + 37$

Estimation = _____

Actual sum = _____

Accepted Not accepted

c. $57 + 19$

Estimation = _____

Actual sum = _____

Accepted Not accepted

d. $19 + 71$

Estimation = _____

Actual sum = _____

Accepted Not accepted



Place a smiley face

Lessons 38 & 39

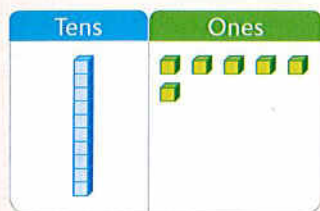
Regrouping for addition

Learn

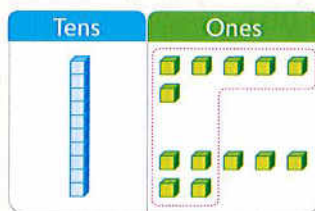
Regrouping means changing the way you group your tens and ones.



Add 7 to 16 How many in all ?



Start with 16



Add 7



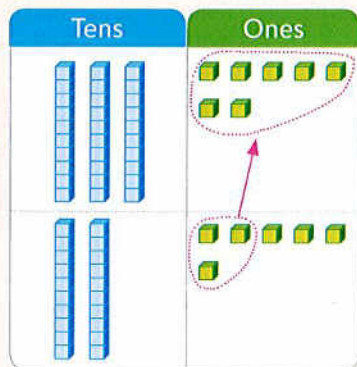
Regroup 10 ones as 1 ten.
2 tens and 3 ones
23 in all.

Model 2-digit addition

Add 37 and 26

Step 1

Show 37 and 26.
Count the ones.
Think can you make a ten ?

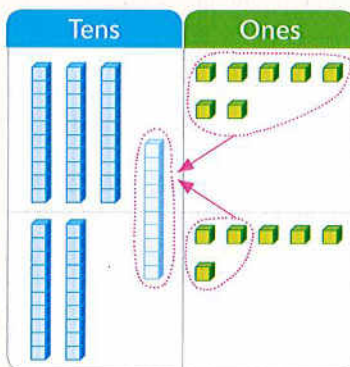


Yes

No

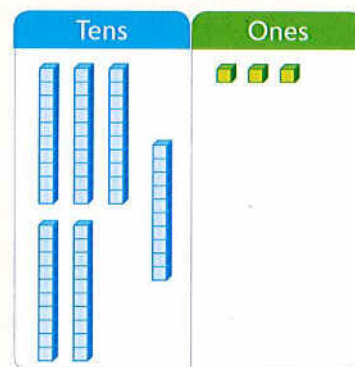
Step 2

If you can make a ten, regroup.



Step 3

Write how many tens and ones.
Write the sum.



6 tens 3 ones

60 + 3
63

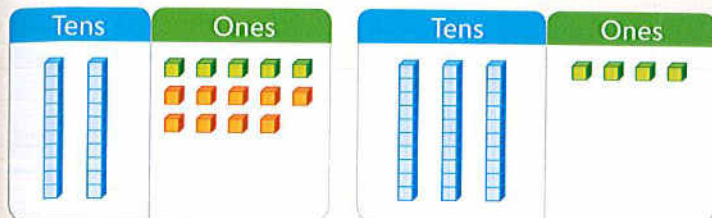
Notes for parents

- Ask your child how to group 5 ones and 8 ones as tens and ones (1 ten and 3 ones).

Learn

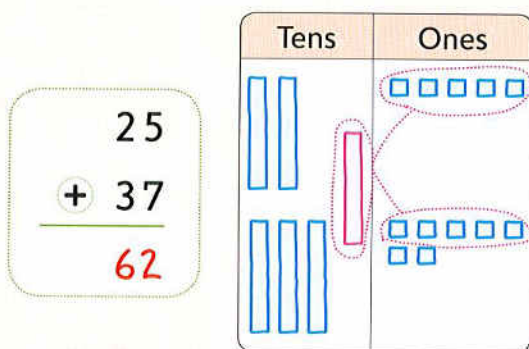
• Do you need to regroup to add ?

$$25 + 9 = 34$$



Start with 25. Add 9.
You have **more than** 9 ones.

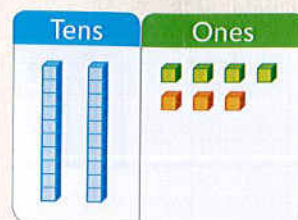
You need to regroup.



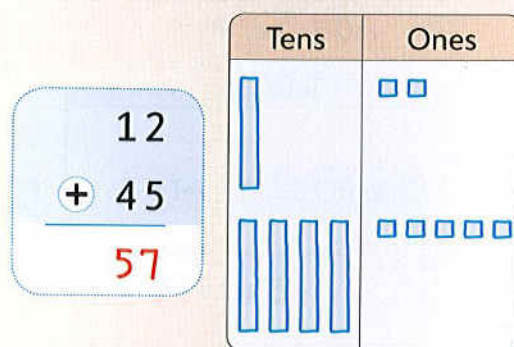
The total ones is **more than** 9.

You need to regroup, then regroup 12 ones as 1 ten 2 ones.

$$24 + 3 = 27$$



You have **less than** 10 ones.
You do not need to regroup.



The total ones is **less than** 10.

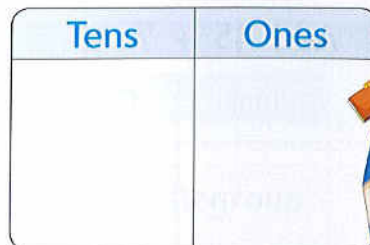
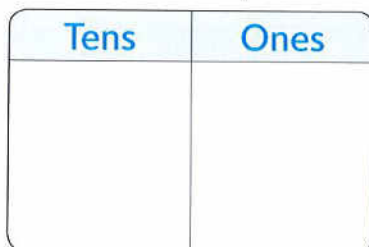
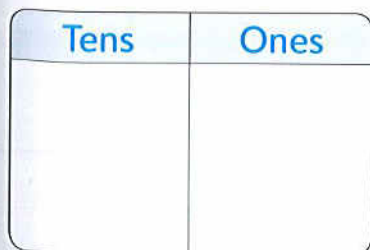
You do not need to regroup.



Check

Find the sum. Choose if you add with or without regrouping.

$$43 + 18 = \boxed{\quad}$$



Choose :

With regrouping

Without regrouping



• Ask your child why regrouping is needed to find sum 67+5.

Exercise 20

Regrouping for addition

On Lessons 38 & 39

1 Find the sum.

Draw  for ten
 for one

a. Add $34 + 8$

Tens	Ones

Show **34**

Tens	Ones

Add **8**

Tens	Ones

_____ tens, _____ ones,
_____ in all.

b. Add $52 + 9$

Tens	Ones

Show **52**

Tens	Ones

Add **9**

Tens	Ones

_____ tens, _____ ones,
_____ in all.

c. Add $27 + 6$

Tens	Ones

Show **27**

Tens	Ones

Add **6**

Tens	Ones

_____ tens, _____ ones,
_____ in all.

d. Add $45 + 7$

Tens	Ones

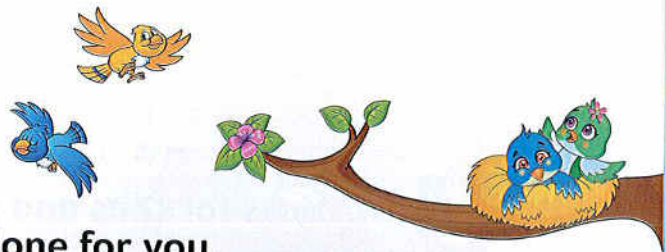
Show **45**

Tens	Ones

Add **7**

Tens	Ones



_____ tens, _____ ones,
_____ in all.





2 Write how many in all. The first one is done for you.

There are 17 birds. 8 more come. How many birds in all ?



a.

Tens	Ones
	

Start with 17

Tens	Ones
	

Add 8

Tens	Ones
	

Regroup 10 ones as 1 ten

2 tens, 5 ones,

25 in all.

b. 35 birds. 7 more come.

Tens	Ones

Start with 35

Tens	Ones

Add 7

Tens	Ones

Regroup

___ tens, ___ ones,

___ in all.

c. 54 birds. 9 more come.

Tens	Ones

Start with 54

Tens	Ones

Add 9

Tens	Ones

Regroup

___ tens, ___ ones,

___ in all.

- 3** Draw sticks for tens and small squares for ones to represent each addend. Regroup the ones. Find the sum.

a. $23 + 39 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

b. $58 + 15 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

c. $74 + 16 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

d. $65 + 26 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones



4 Use

Tens	Ones
------	------

, draw and .

The first one is done for you.



Show this many.	Add this many.	Do you need to regroup?	Add.
a. 36	8	Yes	$36 + 8 = 44$
b. 23	4	_____	$23 + 4 = \underline{\hspace{2cm}}$
c. 19	5	_____	$19 + 5 = \underline{\hspace{2cm}}$
d. 75	3	_____	$75 + 3 = \underline{\hspace{2cm}}$
e. 34	37	_____	$34 + 37 = \underline{\hspace{2cm}}$
f. 58	24	_____	$58 + 24 = \underline{\hspace{2cm}}$
g. 72	15	_____	$72 + 15 = \underline{\hspace{2cm}}$

5 Find the sum. Choose if you add with or without regrouping.

a. **26** + **53** = _____

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

b. **49** + **12** = _____

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

c. **37** + **23** = _____

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

6 Find the sum of each of the following.

a.

$$\begin{array}{r} 34 \\ + 7 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 19 \\ + 8 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 7 \\ + 45 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 28 \\ + 5 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 17 \\ + 29 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 23 \\ + 35 \\ \hline \end{array}$$

g.

$$\begin{array}{r} 41 \\ + 14 \\ \hline \end{array}$$

h.

$$\begin{array}{r} 74 \\ + 16 \\ \hline \end{array}$$

i.

$$\begin{array}{r} 46 \\ + 38 \\ \hline \end{array}$$

j.

$$\begin{array}{r} 28 \\ + 14 \\ \hline \end{array}$$

k.

$$\begin{array}{r} 76 \\ + 17 \\ \hline \end{array}$$

l.

$$\begin{array}{r} 69 \\ + 25 \\ \hline \end{array}$$

7 Find the sum of each of the following.

a. $34 + 12 =$ _____

b. $22 + 14 =$ _____

c. $15 + 17 =$ _____

d. $29 + 8 =$ _____

e. $61 + 19 =$ _____

f. $39 + 28 =$ _____

g. $27 + 27 =$ _____

h. $49 + 14 =$ _____

i. $28 + 43 =$ _____

j. $29 + 49 =$ _____

k. $73 + 7 =$ _____

l. $30 + 17 =$ _____



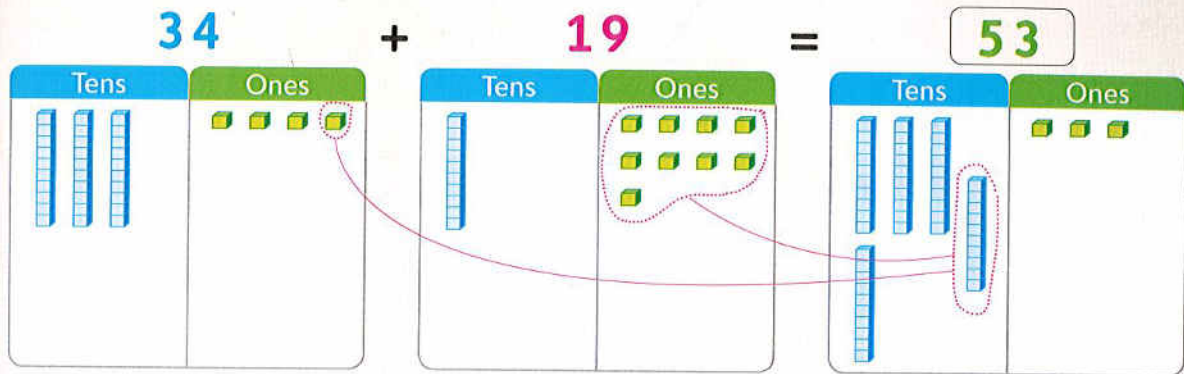
Place
a smiley
face

Learn

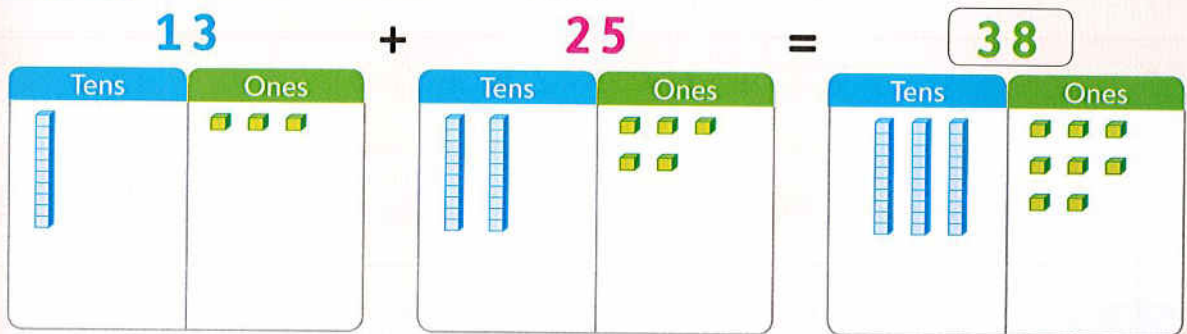
Add $34 + 19 + 13 + 25$

To add four 2-digit numbers, follow these steps.

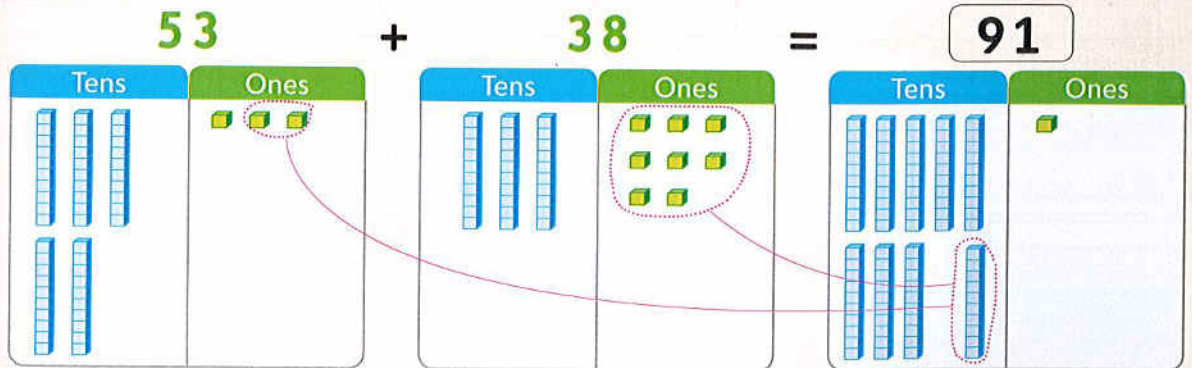
Step 1 Add the first two numbers.



Step 2 Add the last two numbers.



Step 3 Add the two sums to find the total sum.



Notes for parents

- Your child can choose any two numbers to add first because he/she can add in any order.



Check

Add to find the total.

14 + 22 + 36 + 17

_____ + _____ = _____

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

_____ + _____ = _____

Tens	Ones	Tens	Ones	Tens	Ones

27 + 19 + 21 + 13

_____ + _____ = _____

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

_____ + _____ = _____

Tens	Ones	Tens	Ones	Tens	Ones

Notes for parents

- Your child can look for numbers that make a ten such as 19 + 21.

Exercise 21

Adding four 2-digit numbers

On Lesson 40

1 Add to find the total.

a.

$$13 + 31 + 19 + 25$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

b.

$$38 + 9 + 15 + 36$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

2 Add each of the following.

a $14 + 27 + 18 + 26$

b $9 + 27 + 15 + 36$

c $48 + 7 + 12 + 15$

d $57 + 5 + 19 + 17$

e $37 + 25 + 12 + 17$

f $23 + 18 + 31 + 9$

g $17 + 18 + 19 + 16$

h $17 + 28 + 14 + 16$



Place
a smiley
face



Assessment Chapter 4

1 Choose the correct answer.

a. $51 + 23$ is about _____

☐ 50

☐ 60

☐ 70

☐ 80

b. $62 - 44$ is about _____

☐ 20

☐ 40

☐ 80

☐ 90

c. $12 + 32$ is about _____

☐ 30

☐ 40

☐ 50

☐ 60

2 Add.

a.

$$\begin{array}{r} 24 \\ + 35 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 52 \\ + 29 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 18 \\ + 4 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 64 \\ + 12 \\ \hline \end{array}$$

3 Subtract.

a.

$$\begin{array}{r} 39 \\ - 12 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 98 \\ - 65 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 29 \\ - 7 \\ \hline \end{array}$$

4 Bassem has **26** coins. He gave his brother **13** coins.

How many coins are left with him ?



5 Find the sum.

a. $15 + 27 + 28 + 13$

b. $32 + 17 + 27 + 9$

Accumulative Assessment

Till chapter 4

1 Choose the correct answer.

a. The value of the digit 5 in 542 is ____

(5 or 50 or 500)

b. $27 + 10 =$ ____

(17 or 37 or 28)

c. 79 ____ 210

($>$ or $=$ or $<$)

d. $17 -$ ____ $= 8$

(7 or 8 or 9)

e. ____ $+ 8 = 14$

(6 or 8 or 9)

2 Find the result.

a. $25 + 17 =$ ____

b. $32 + 47 =$ ____

c. $87 - 12 =$ ____

d. $39 - 25 =$ ____

3 Write in standard form.

a. $700 + 50 + 9 =$ ____

b. Two hundred thirty-four ____

c. 8 hundreds 5 ones ____

4 Match.

a. $34 + 15$ •

• 83

b. Thirty-eight •

• 65

c. $79 - 14$ •

• 49

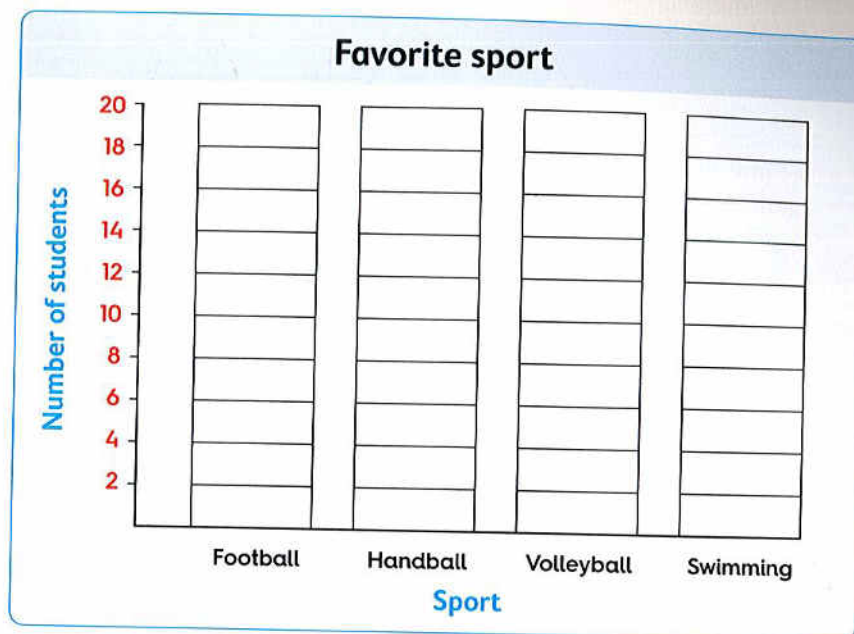
d. $79 <$ ____ •

• 38



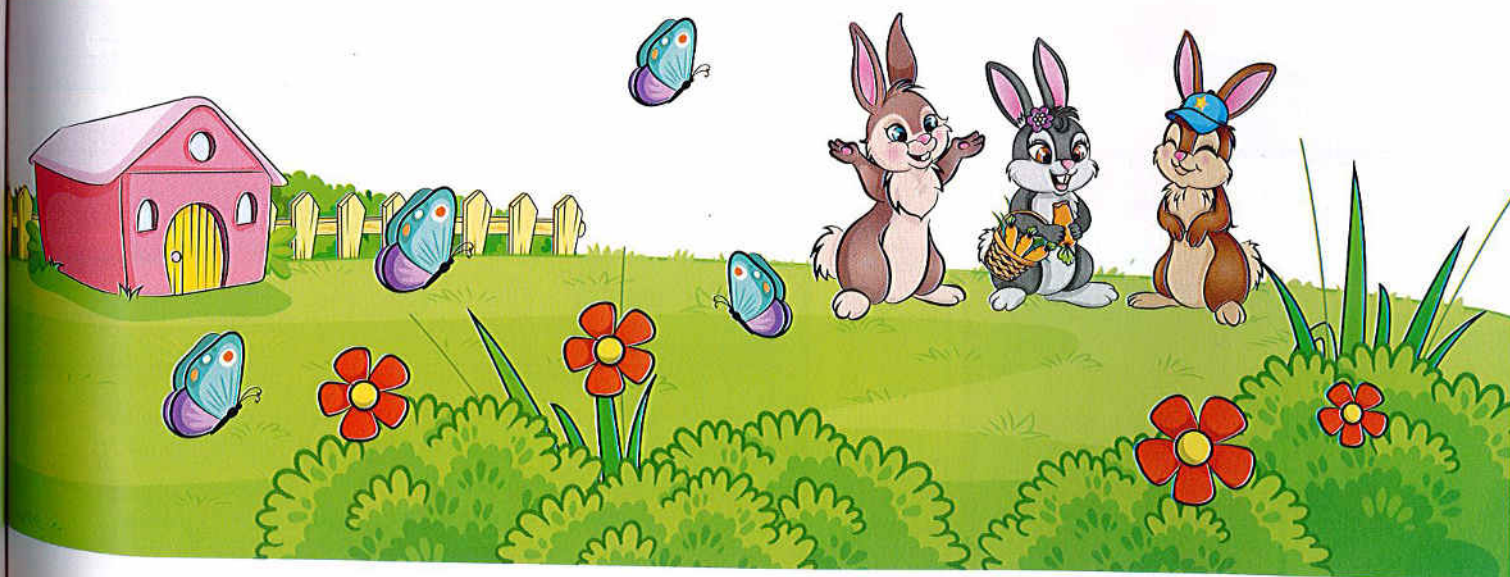
5 Read the table to color the bar graph.

Favorite sport	
Sport	Number of students
Football	16
Handball	8
Volleyball	12
Swimming	18



Answer the questions.

- What is the number of students who liked football and handball ? ____
- How many more students liked swimming than volleyball ? ____
- What is the number of students who liked football , handball , volleyball and swimming ? ____



CHAPTER

5



Outcomes and key vocabulary of chapter five

Lessons 41 & 42

Outcomes :

- Participate in calendar math activities.
- Describe the attributes of two-dimensional shapes.
- Sort two-dimensional shapes based on attributes.

- Identify and name two-dimensional shapes.
- Identify shapes that have specified attributes.

Key vocabulary :

- | | | | | |
|--------------------------|------------------|-------------|-------------|------------|
| • Two-dimensional shapes | • Attributes | • Sides | • Vertex | • Vertices |
| • Triangle | • Square | • Rhombus | • Trapezium | • Pentagon |
| • Hexagon | • Quadrilaterals | • Rectangle | | |
| | • Parallel | | | |

Lessons 43 & 44

Outcomes :

- Participate in calendar math activities.
- Identify and draw two-dimensional shapes based on given attributes.
- Describe and identify two-dimensional shapes by their attributes.
- Arrange two-dimensional shapes to create a picture.

Key vocabulary :

- | | | | | |
|--------------------------|------------------|-------------|-------------|------------|
| • Two-dimensional shapes | • Attributes | • Sides | • Vertex | • Vertices |
| • Triangle | • Square | • Rhombus | • Trapezium | • Pentagon |
| • Hexagon | • Quadrilaterals | • Rectangle | | |

Lessons 45 : 47

Outcomes :

- Participate in calendar math activities.
- Measure the lengths of objects in centimeters.
- Describe strategies for accurately measuring the lengths of objects.
- Explain the relationship between centimeters and meters.
- Measure objects to the nearest centimeter.
- Estimate lengths of objects to benchmark lengths of 1, 10, 50 and 100 cm.
- Estimate and confirm the length of an object.
- Measure the sides of two-dimensional shapes.

Key vocabulary :

- | | | | | |
|----------|---------------|-------------------|-------------|----------------------------|
| • Length | • Measurement | • Centimeter (cm) | • Meter (m) | • Standard unit of measure |
| • Ruler | • Estimate | • Estimation | | |

Lessons 48 : 50

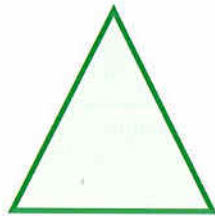
Outcomes :

- | | |
|--|--|
| • Participate in calendar math activities. | • Identify and name three-dimensional shapes. |
| • Identify and count attributes of three-dimensional shapes. | • Identify three-dimensional shapes based on attributes. |
| • Sort three-dimensional shapes based on attributes. | • Build three-dimensional shapes. |
| • Describe the attributes of three-dimensional shapes. | |

Key vocabulary :

- | | | | | | |
|----------------------|---------|------------------------|----------|------------|----------|
| • Attributes | • Edges | • Faces | • Vertex | • Vertices | • Cube |
| • Rectangular prisms | | • Square-based pyramid | | • Cylinder | • Sphere |

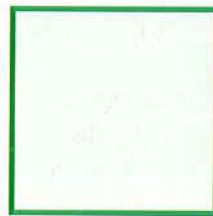
Learn Two-dimensional shapes



Triangle

The triangle has :

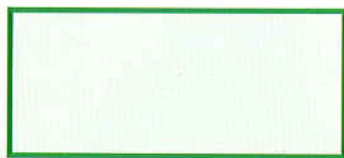
- 3 sides
- 3 vertices



Square

The square has :

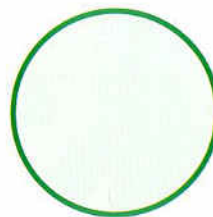
- 4 sides equal in length
- 4 vertices



Rectangle

The rectangle has :

- 4 sides
(2 sides are short and
2 sides are long)
- 4 vertices



Circle

The circle has :

no sides, no vertices



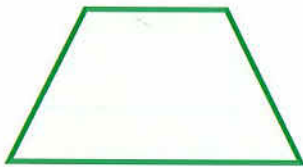
Remember

- Each two sides meet at a **vertex**.
- A **two-dimensional** shape is a flat shape.

Notes for parents

- Ask your child to show you an example of each shape in your home.

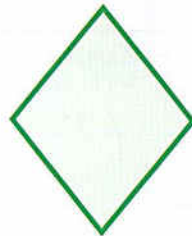
Learn



Trapezoid
(Trapezium)

The trapezoid has :

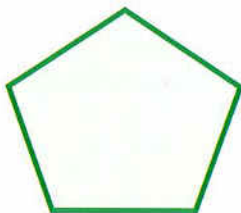
- 4 sides
(2 sides are parallel and
2 sides are not parallel)
- 4 vertices



Rhombus

The rhombus has :

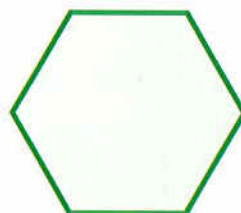
- 4 sides equal in length
- 4 vertices



Pentagon

The pentagon has :

- 5 sides
- 5 vertices



Hexagon

The hexagon has :

- 6 sides
- 6 vertices



Hint




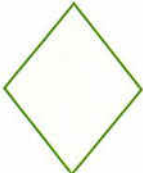
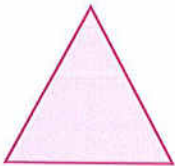


- All two-dimensional shapes with **4 sides** and **4 vertices** are called "**quadrilaterals**" (for example : square, rectangle, trapezoid and rhombus).

* Help your child understand the meaning of "parallel". Give examples as railway.



Check

Complete the table.

Shape	Name	Number of sides	Number of vertices
a. 	Square	4	4
b. 	_____	_____	_____
c. 	_____	_____	_____
d. 	_____	_____	_____
e. 	_____	_____	_____
f. 	_____	_____	_____
g. 	_____	_____	_____

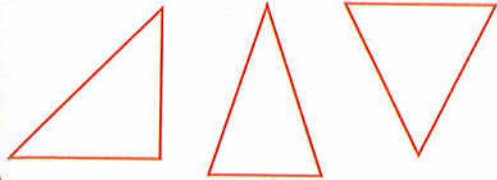
Notes for parents

- Help your child determine the number of sides and the number of vertices of each shape.

Learn Sorting 2D shapes

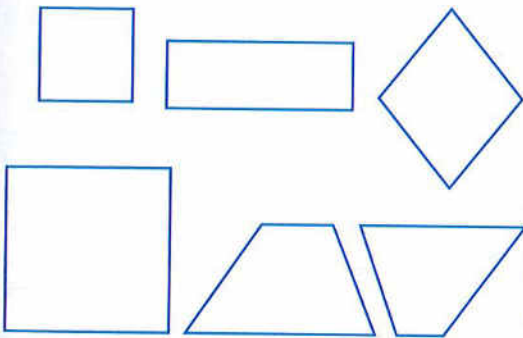
Shapes may be **sorting** based on their **attributes**.

Triangles

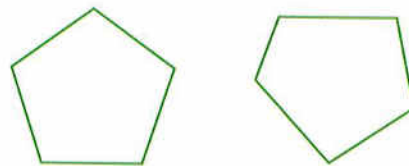


These triangles look different but each one of them has 3 sides and 3 vertices.

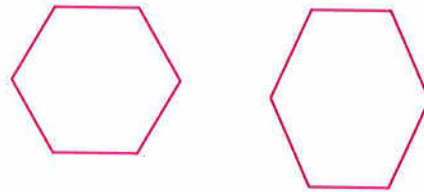
Quadrilaterals



Pentagons



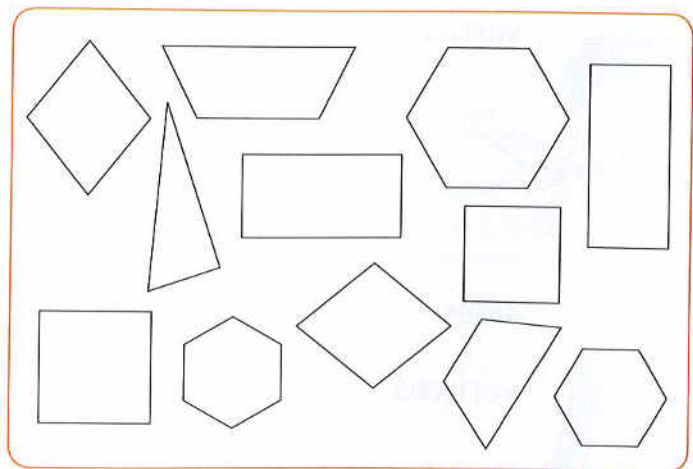
Hexagons



Check

Color.

- Color the hexagons **red**.
- Color the triangles **green**.
- Color the trapezoids **blue**.
- Color the rhombuses **yellow**.
- Color the squares **pink**.
- Color the rectangles **brown**.





• Help your child know that changing the size and the position of any shape does not change its name.

Exercise 22

Two-dimensional shapes (2D shapes)

On Lessons 41 & 42

1 Use  to label each side. Use  to label each vertex.

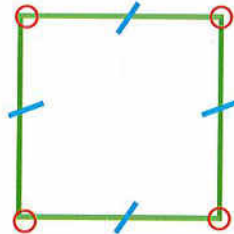
Write the name, and how many sides and vertices there are.

a.

Name : _____

_____ sides

_____ vertices

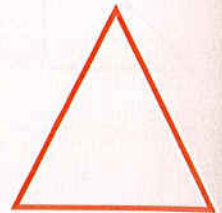


b.

Name : _____

_____ sides

_____ vertices



c.

Name : _____

_____ sides

_____ vertices

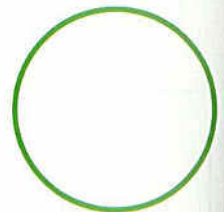


d.

Name : _____

_____ sides

_____ vertices

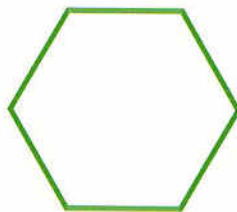


e.

Name : _____

_____ sides

_____ vertices

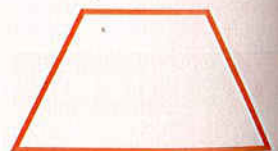


f.

Name : _____

_____ sides

_____ vertices

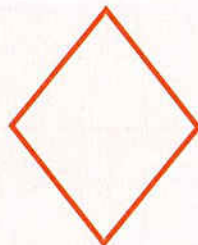


g.

Name : _____

_____ sides

_____ vertices

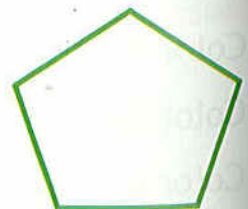


h.

Name : _____

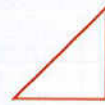
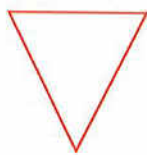
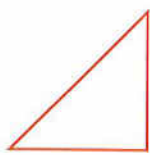
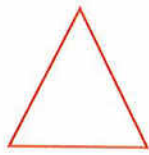
_____ sides

_____ vertices

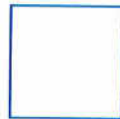
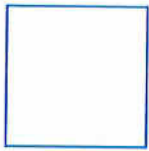


2 Circle the different shape.

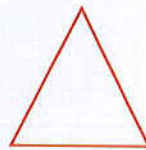
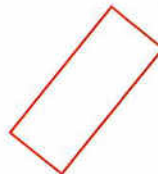
a.



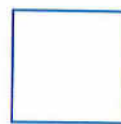
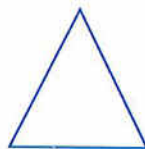
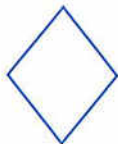
b.



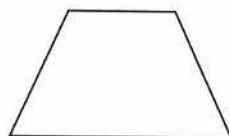
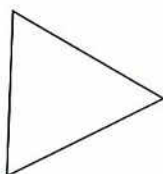
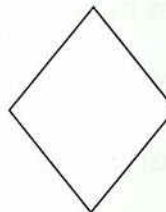
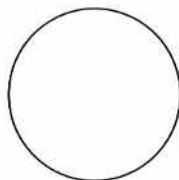
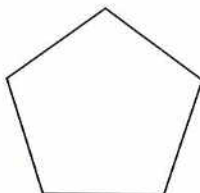
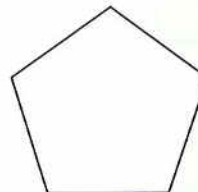
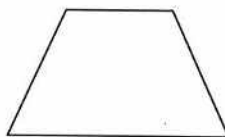
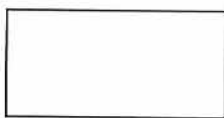
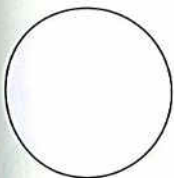
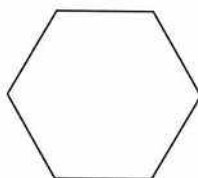
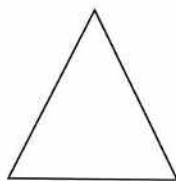
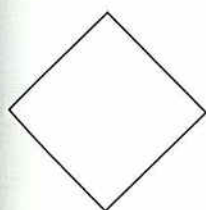
c.



d.



3 Color all quadrilaterals.



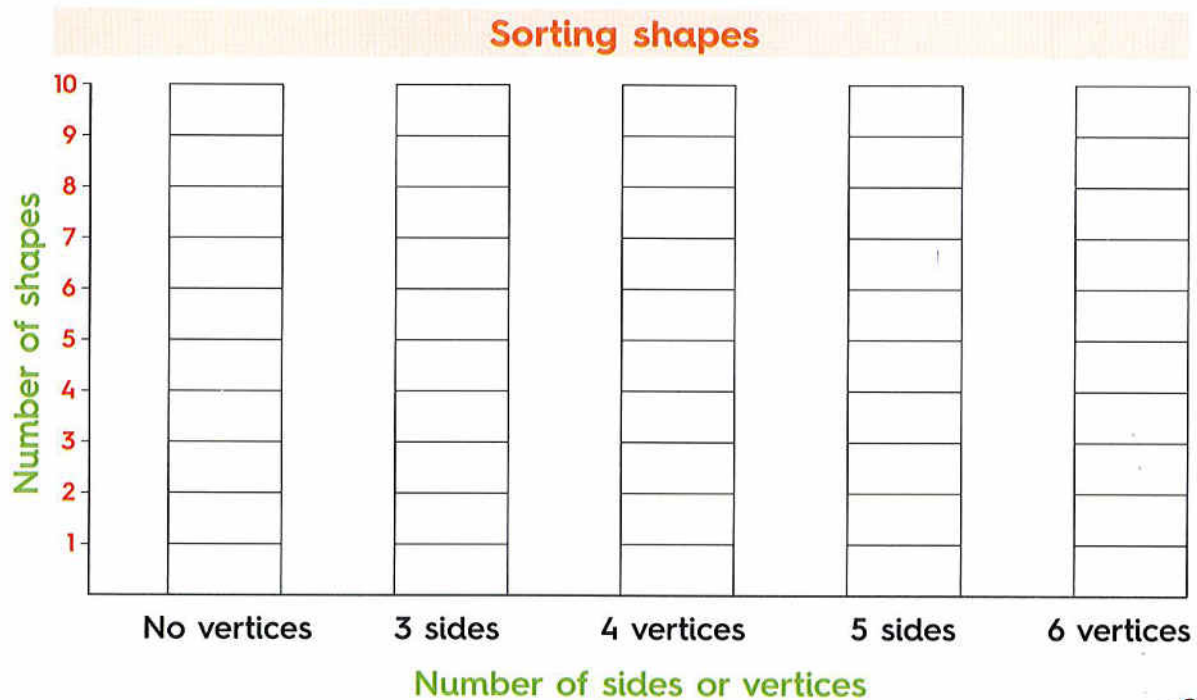
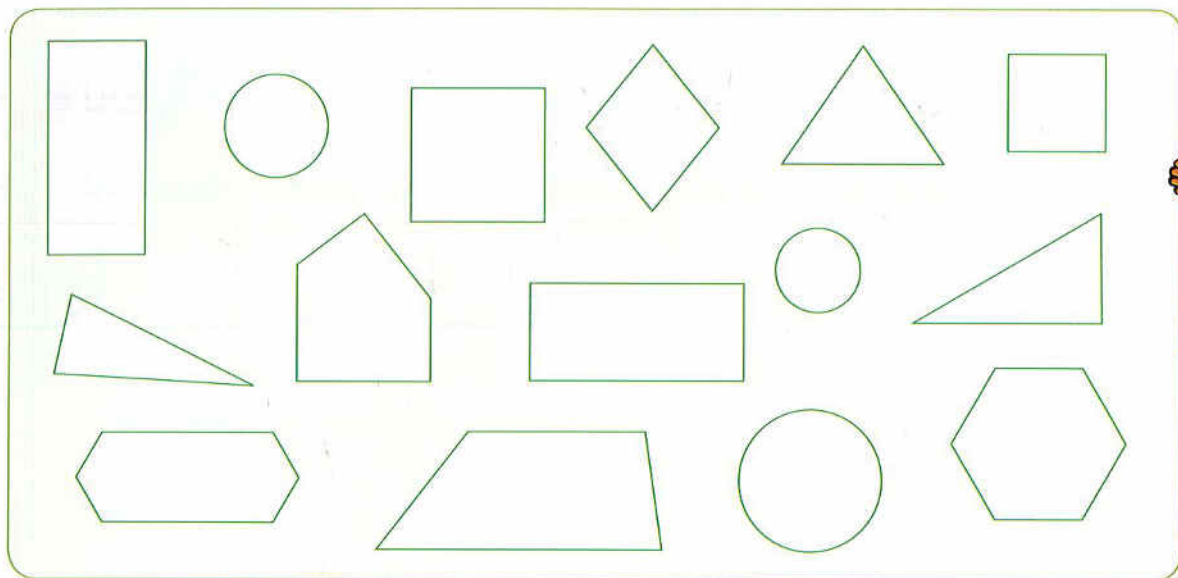
"Quadrilateral"

- "Quad" means "4"
- "Lateral" is related to the word "side"
- A quadrilateral is a shape made up of 4 sides



- 4** Sort the shapes by the number of sides and vertices.
Complete the bar graph. Answer the questions.

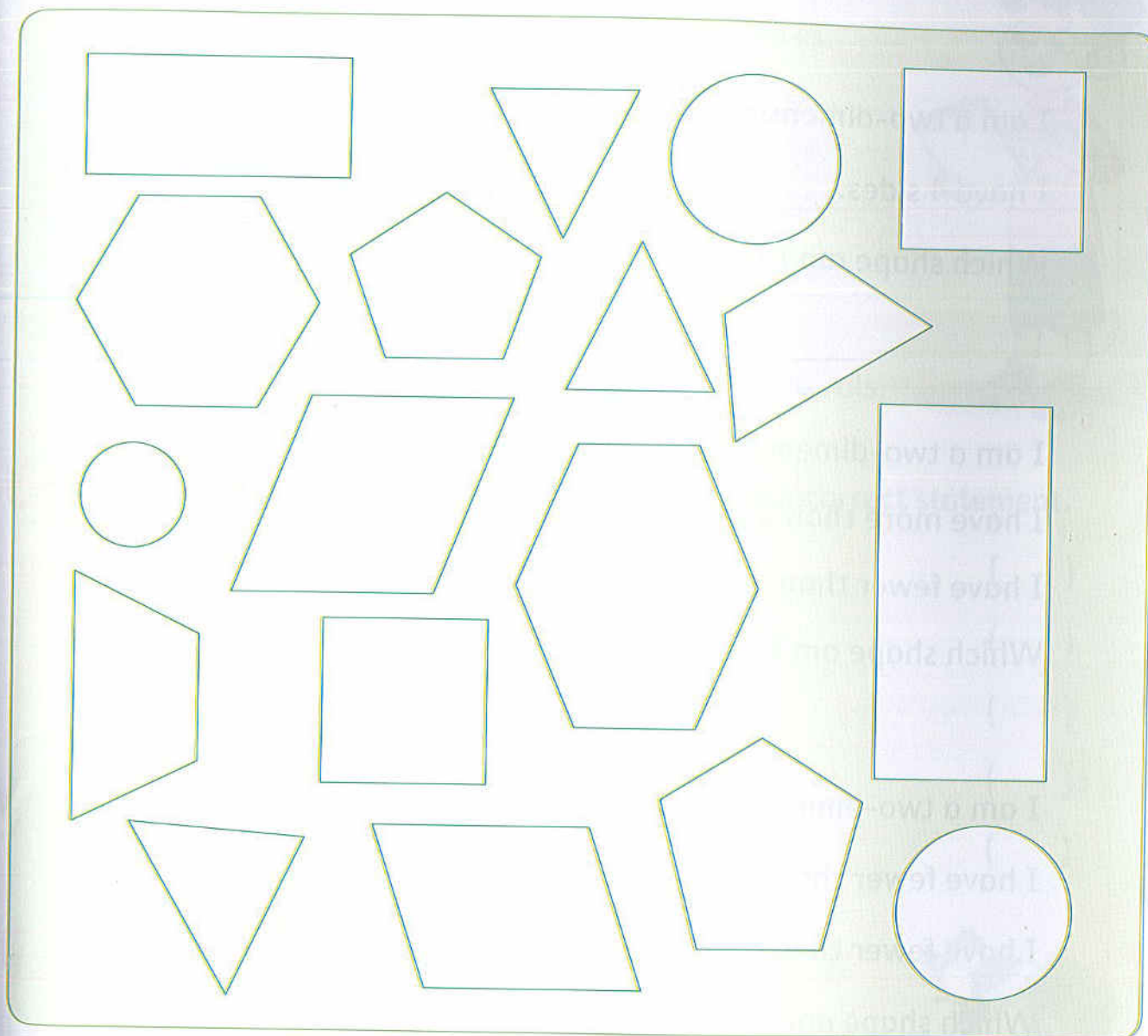
Remember :
Color 1 box for each shape.



- Do more shapes have 3 sides or 5 sides ? _____
- Do more shapes have 4 vertices or no vertices ? _____
- How many squares and rectangles are there ? _____
- How many quadrilaterals are there ? _____



5 From the following shapes answer the questions.



Color the shapes with 5 vertices **yellow**.

Color the shapes with 4 sides and 4 vertices **green**.

Color the shapes with more than 5 vertices **red**.

Color the shapes with 3 or fewer sides **blue**.

Cross out the shapes that have 4 equal sides.

Circle the shapes that have no straight sides or vertices.



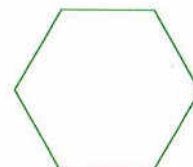
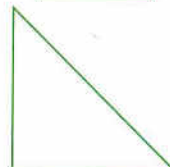
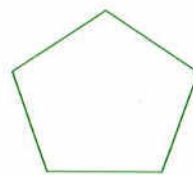
6 Circle the shape that answers the question.

a.

I am a two-dimensional shape.

I have 4 sides.

Which shape am I ?



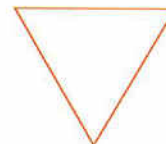
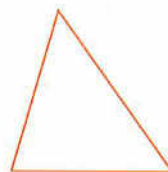
b.

I am a two-dimensional shape.

I have more than 3 sides.

I have fewer than 6 vertices.

Which shape am I ?



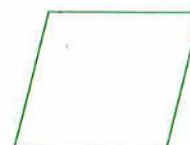
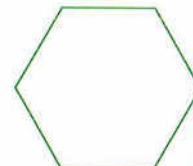
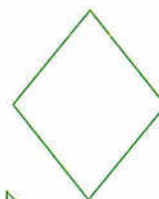
c.

I am a two-dimensional shape.

I have fewer than 6 sides.

I have fewer than 4 vertices.

Which shape am I ?



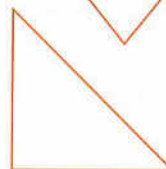
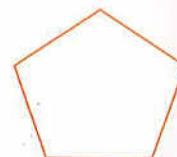
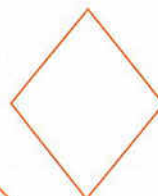
d.

I am a two-dimensional shape.

I have fewer than 6 vertices.

I have more than 4 sides.

Which shape am I ?



7 Complete.

- a. The rectangle has _____ sides and _____ vertices.
- b. The _____ has 3 sides and 3 vertices.
- c. The _____ has 5 sides.
- d. The _____ has 6 sides.
- e. The _____ has no sides.
- f. The _____, _____, _____, _____ are quadrilaterals.



8 Write (✓) to the correct statement and (x) to the incorrect statement.

- a. The hexagon is a quadrilateral. ()
- b. The number of sides of the square equals 4. ()
- c. The triangle has 4 sides. ()
- d. The rectangle has 4 vertices. ()
- e. The circle has 1 side. ()

9 Match.

a. Square has

b. Hexagon has

c. Pentagon has

d. Triangle has

e. Circle has

5 sides

3 sides

0 sides

4 sides

6 sides



Place
a smiley
face

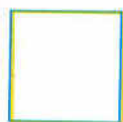
Lessons 43 & 44

Drawing two-dimensional shapes

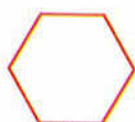
Remember



Triangle



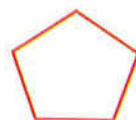
Square



Hexagon



Trapezoid
(Trapezium)



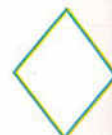
Pentagon



Circle



Rectangle



Rhombus



Check

Draw the shapes. Write the names. The first one is done for you.

Draw a shape with 4 sides and 4 vertices.



rectangle

Draw a different shape with 4 sides and 4 vertices.

Draw a shape with 0 vertices.

Draw a shape with 3 sides and 3 vertices.

Draw a shape with 6 sides and 6 vertices.

Draw a shape with 5 sides and 5 vertices.

Notes for parents

- Your child will draw the shapes on the air before in the paper. Sometimes there is more than one correct answer as in numbers 1 and 2.

Exercise 23

Drawing two-dimensional shapes

On Lessons 43 & 44

1 Match.

a. The shape with 4 sides equal in length

Hexagon

b. The shape with 5 sides

Circle

c. The shape with 6 sides

Pentagon

d. The shape with 4 sides (2 short sides equal in length, 2 long sides equal in length)

Square

e. The shape with 0 vertices

Rectangle

2 What shape am I? Draw the shapes. Write the names.

a. I am a shape with 4 sides equal in length.

b. I am a shape with 4 sides (2 short sides equal in length, 2 long sides equal in length).

c. I am a shape with 4 sides.
I am not a square or
a rectangle.

d. I am a shape with 4 sides.
I am not a square.

e. I am a shape with 0 vertices.

f. I am a shape with 6 sides and
6 vertices.

3 Challenge.

a. Can you draw a two-dimensional shape with only 2 sides ?

Yes ☐ No ☐

b. Can you draw a two-dimensional shape with 10 sides ?

Yes ☐ No ☐

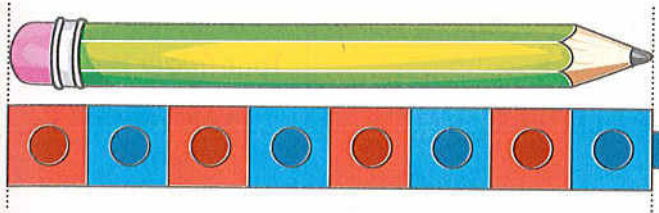


Place
a smiley
face

Measuring length (Centimeter and meter)

Remember What is the length ?

- The length of an object is how long it is.
- What is the length of the pencil ?



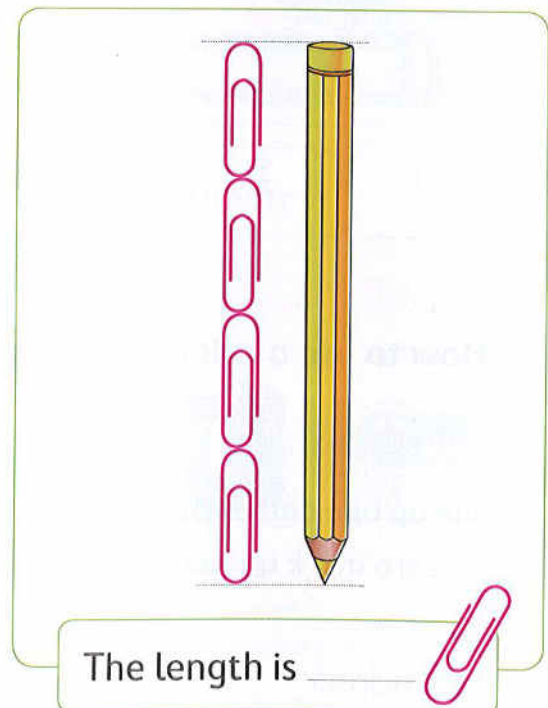
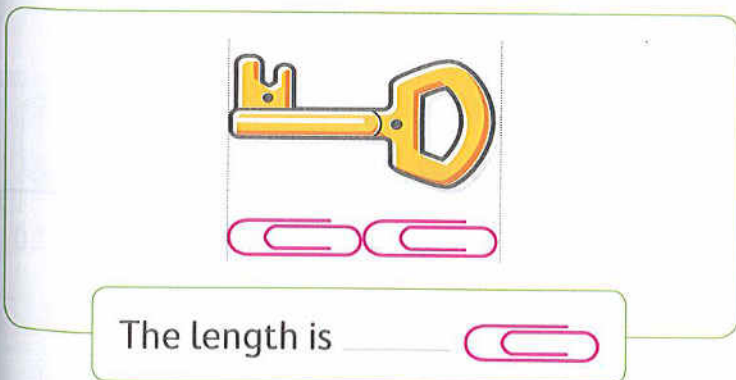
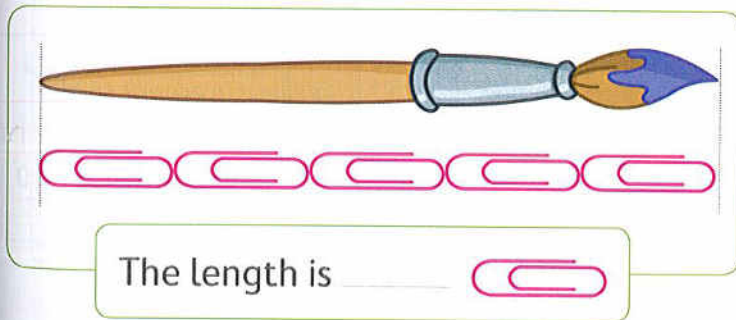
The length of the pencil is about **8** cubes.

In the primary one you use **nonstandard units** to measure the length as : cubes and paperclips.



✓ Check

What is the length of each object ?

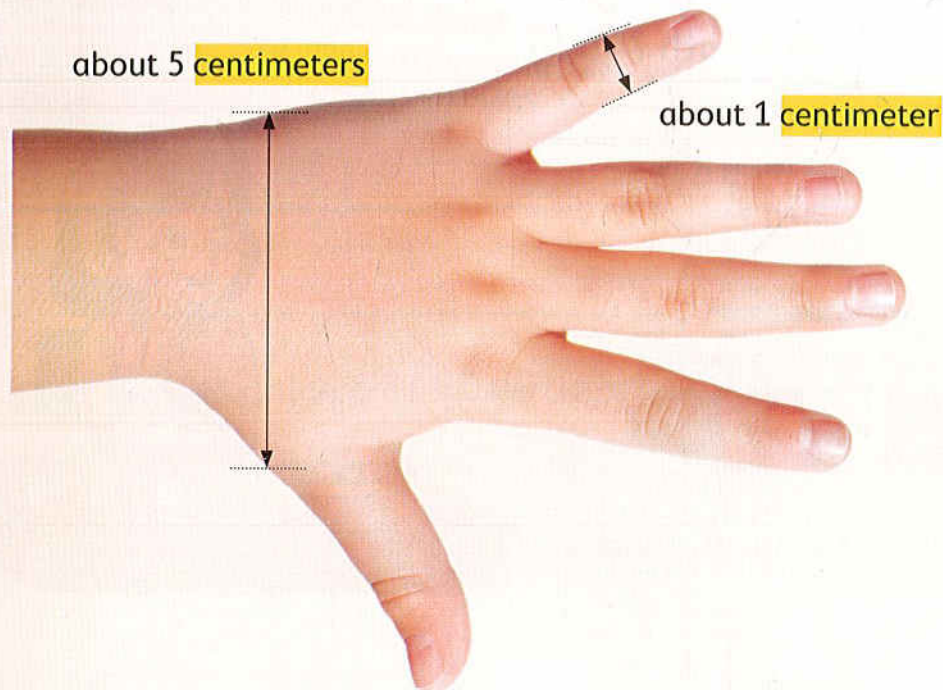


Notes for parents

- Work with your child to measure the length of a book using any nonstandard units as pencils.

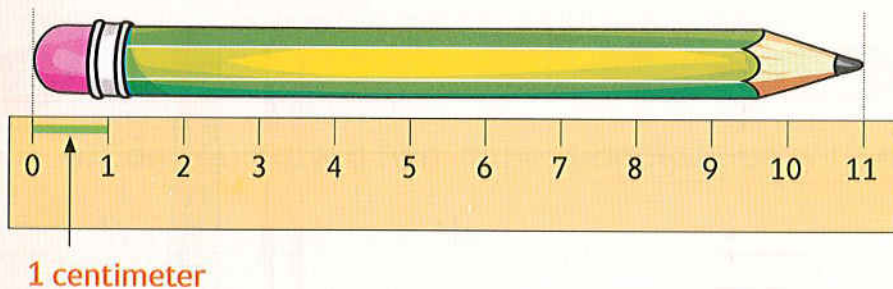
Learn Measuring length in centimeters

- A **centimeter (cm)** is a small **standard unit** of measuring length, used to measure the length of small objects as : pencils, books and erasers.



Your finger is about
1 centimeter
across.

- What is the length of the pencil in centimeters ?



A **ruler** is
a measurement tool
used to measure
the length of small
objects.

- How to use a ruler to measure the length of any object as a pencil ?

Step 1

Line up one end of the pencil with the zero mark on the ruler.

Step 2

Find the centimeter mark on the ruler that is at the other end of the pencil.

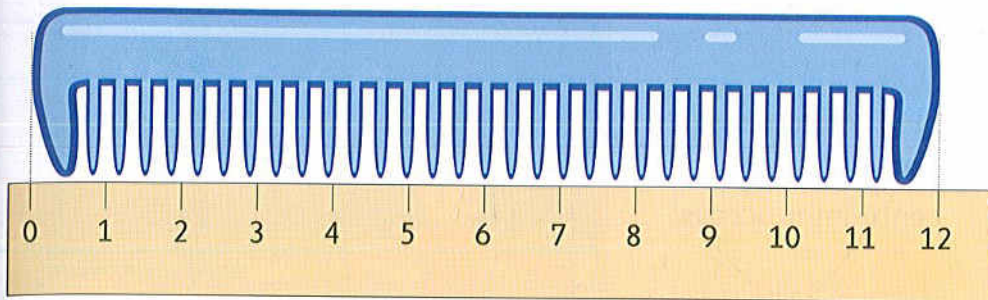
Notes for parents

- Let your child use a ruler to measure one of his/her fingers.
- Help your child use centimeter ruler to measure objects at home.

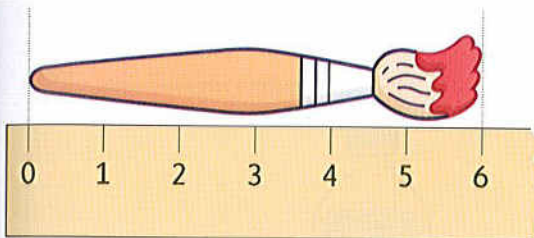


Check

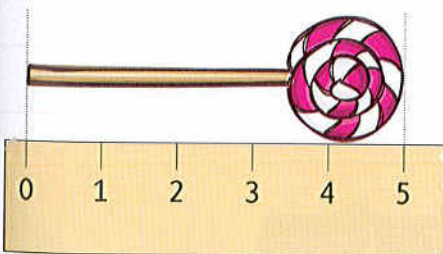
Measure the length of each object.



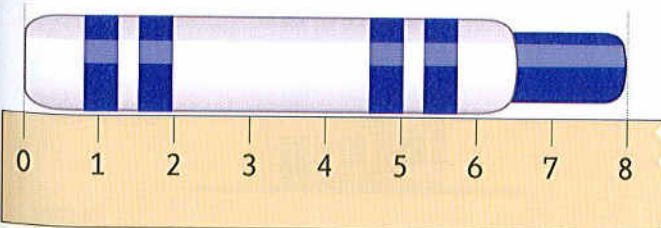
_____ centimeter



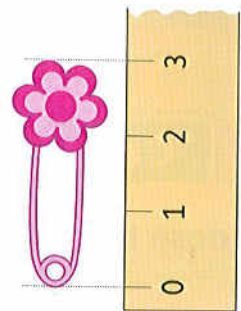
_____ centimeter



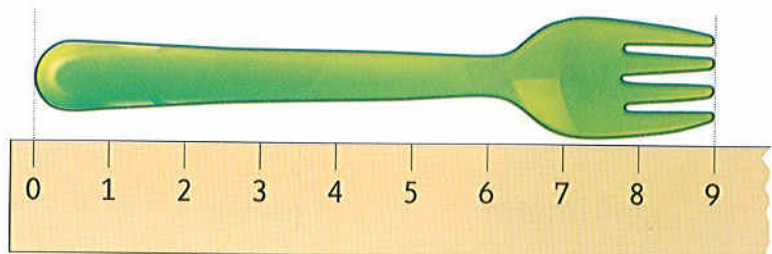
_____ centimeter



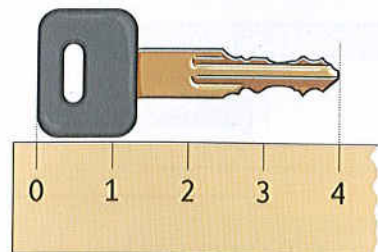
_____ centimeter



_____ centimeter



_____ centimeter



_____ centimeter

- Have your child measure some objects around your home using a centimeter ruler.
- Give your child 4 strings of lengths 1 cm, 10 cm, 50 cm and 100 cm and ask him/her to use them to find 4 objects of length 1 cm, 10 cm, 50 cm and 100 cm at home.

Learn Measuring length in meters

- Centimeters are used to measure short lengths.

Meters are used to measure distances and longer lengths.

- A **meter** (m) is the same as 100 centimeters.

Remember :

A finger is about 1 centimeter across.

$$1 \text{ m} = 100 \text{ cm}$$



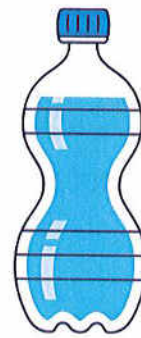
✓ Check

Choose the suitable unit to measure each object.



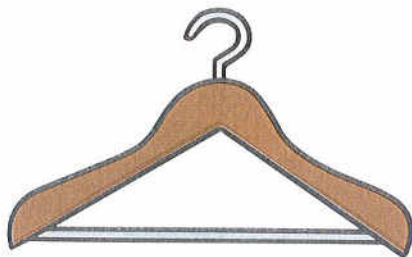
centimeter

meter



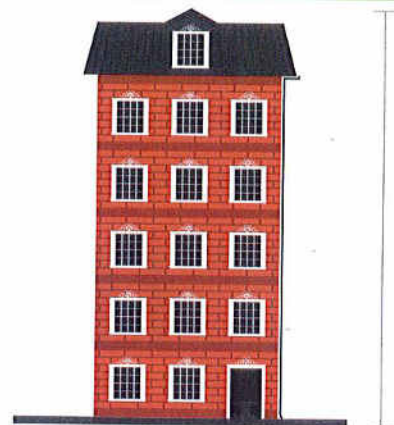
centimeter

meter



centimeter

meter



centimeter

meter

Notes for parents

- Ask your child to find something at home is about 1 meter in length, width or height.

Learn Estimating lengths

An **estimation** is what I think it will measure. I can measure with a centimeter.



How long is the crayon?



Estimate	Measure
about 7 cm	8 cm



Check

Estimate the length of each object. Then use a ruler to measure.



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____

- Ask your child to use the width of his/her finger to estimate the length of a notebook in centimeters.
- Ask him/her to measure the length of the toy, then compare the actual length to his/her estimation.

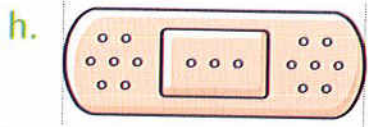
Exercise 24

Measuring length (Centimeter and meter)

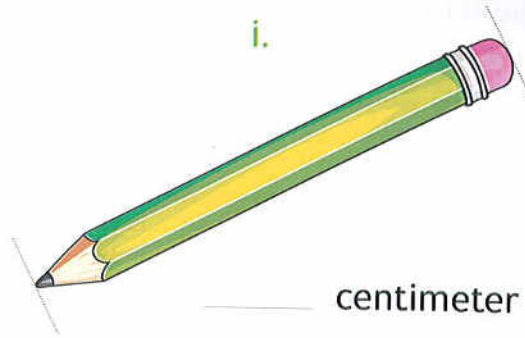
On Lessons 45 : 47

1 Use the ruler to measure each object.

- a.  _____ centimeter
- b.  _____ centimeter
- c.  _____ centimeter
- d.  _____ centimeter
- e.  _____ centimeter
- f.  _____ centimeter
- g.  _____ centimeter



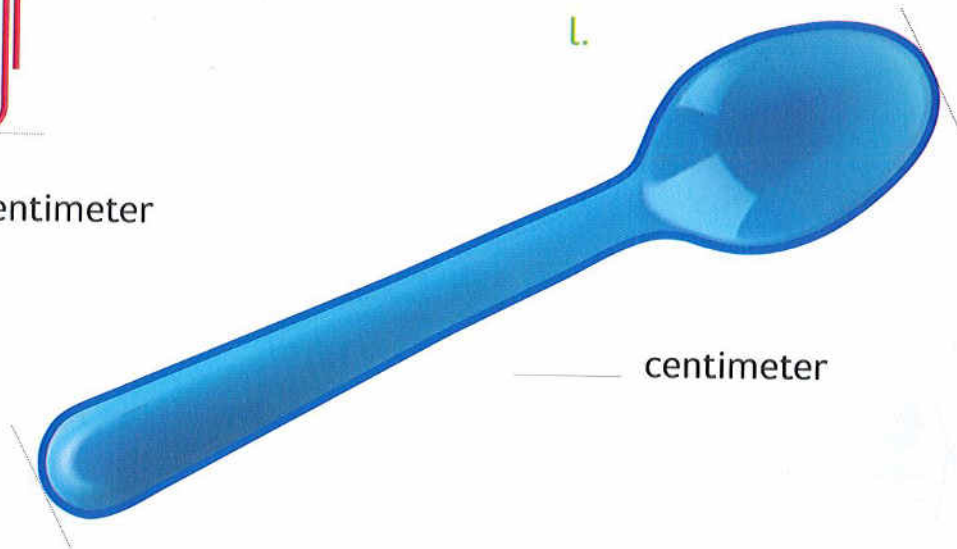
_____ centimeter



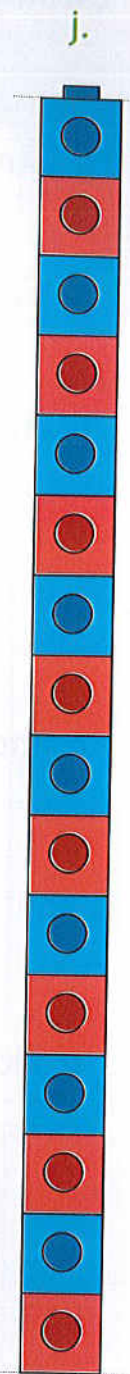
_____ centimeter



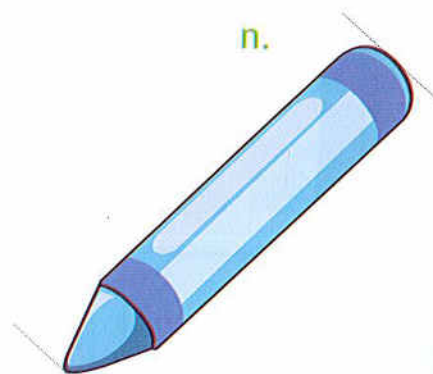
_____ centimeter



_____ centimeter



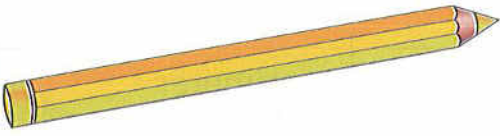
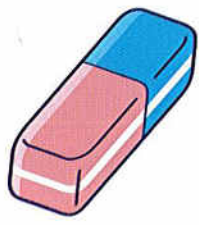



_____ centimeter



_____ centimeter

_____ centimeter

2 Estimate in centimeters. Choose the suitable estimation.

Find the object	Estimate the length
<p>a. Pencil</p> 	<p> <input type="radio"/> 2 cm <input type="radio"/> 12 cm <input type="radio"/> 30 cm <input type="radio"/> 50 cm </p>
<p>b. Eraser</p> 	<p> <input type="radio"/> 30 cm <input type="radio"/> 20 cm <input type="radio"/> 10 cm <input type="radio"/> 4 cm </p>
<p>c. Shoe</p> 	<p> <input type="radio"/> 8 cm <input type="radio"/> 80 cm <input type="radio"/> 18 cm <input type="radio"/> 38 cm </p>
<p>d. Notebook</p> 	<p> <input type="radio"/> 2 cm <input type="radio"/> 25 cm <input type="radio"/> 50 cm <input type="radio"/> 100 cm </p>
<p>e. Mobile</p> 	<p> <input type="radio"/> 5 cm <input type="radio"/> 15 cm <input type="radio"/> 50 cm <input type="radio"/> 80 cm </p>

3 Measure the missing side length using a ruler.



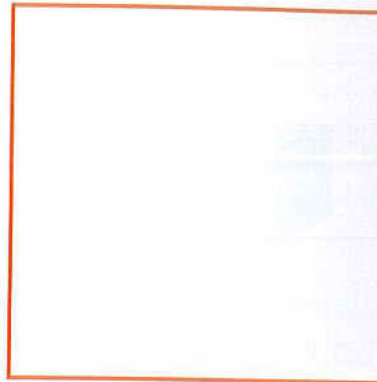
a.



cm

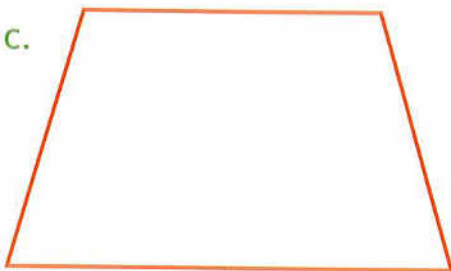
_____ cm

b.



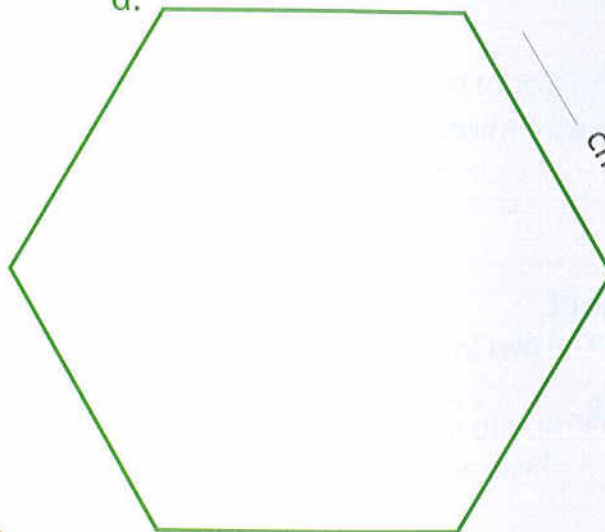
_____ cm

c.



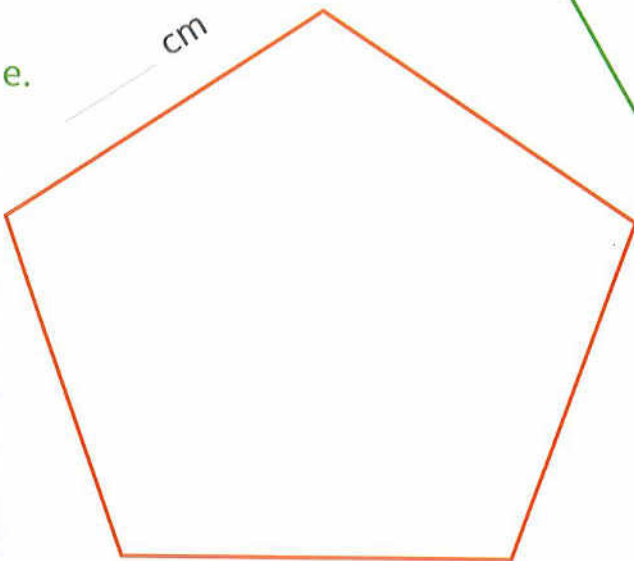
_____ cm

d.



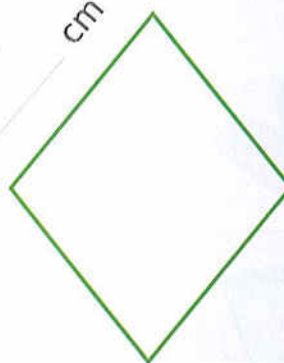
cm

e.



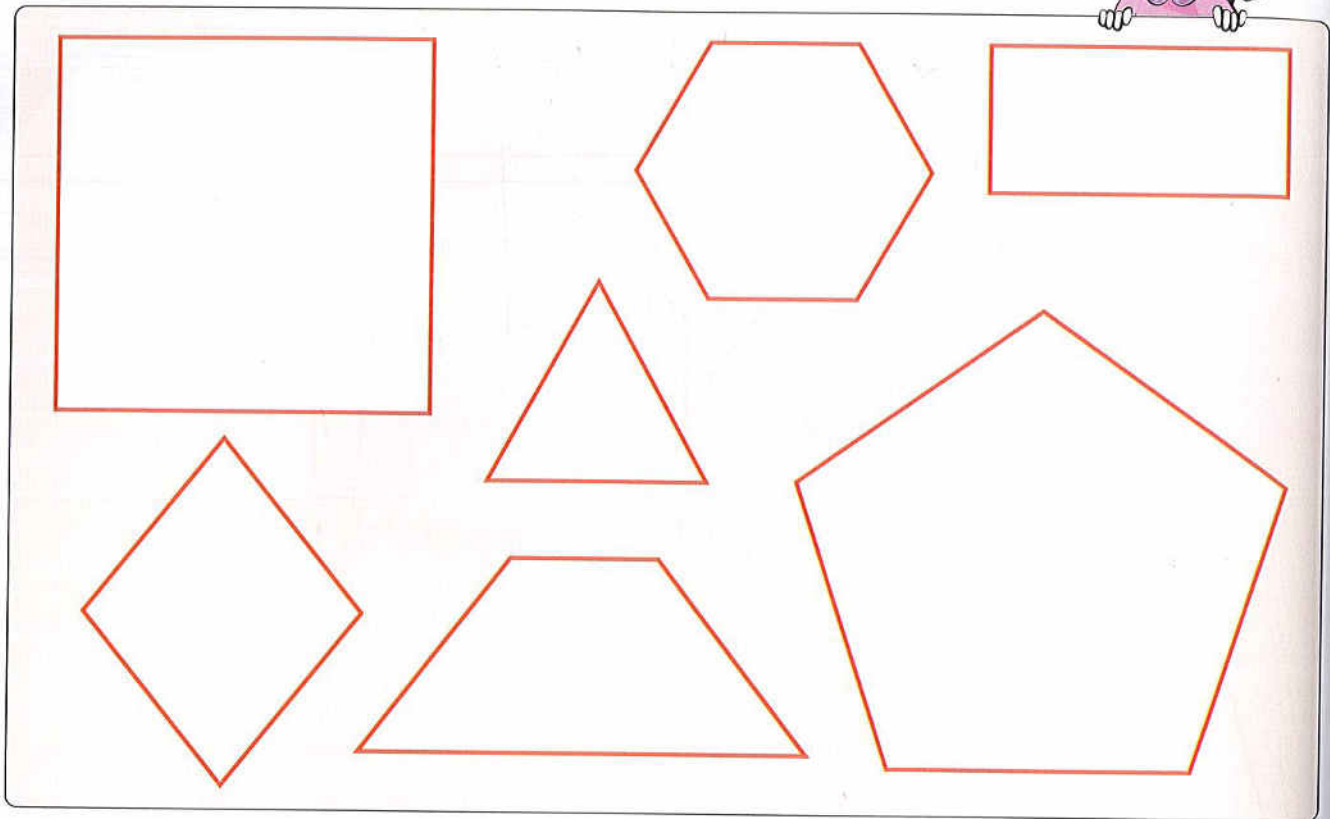
cm

f.



cm

- 4** Measure one side of each shape.
Record each measurement in the table below.

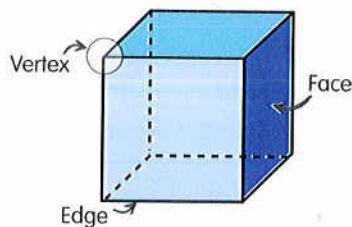


Object	Measurement
a. Triangle	_____ cm
b. Square	_____ cm
c. Rhombus	_____ cm
d. Rectangle short side	_____ cm
e. Rectangle long side	_____ cm

Object	Measurement
f. Trapezoid short side	_____ cm
g. Trapezoid long side	_____ cm
h. Pentagon	_____ cm
i. Hexagon	_____ cm



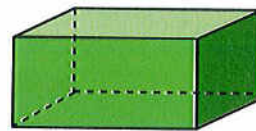
Learn Three-dimensional shapes



Cube

The cube has :

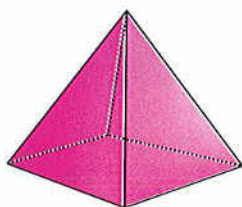
- 8 vertices.
- 12 edges.
- 6 flat faces.
- Each face is a square.
- All faces have the same size.



**Rectangular prism
(Cuboid)**

The rectangular prism has :

- 8 vertices.
- 12 edges.
- 6 flat faces.
- Each face is a rectangle or a square.
- Each two opposite faces have the same size.



**Square-based
pyramid**

The square-based pyramid has :

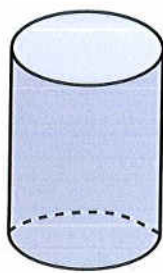
- 5 vertices.
- 8 edges.
- 5 faces.
- (1 square flat face (base)
and 4 triangular flat faces)

- An **edge** is where two **faces** meet.
- The **vertices** are the corners where edges meet.



Notes for parents

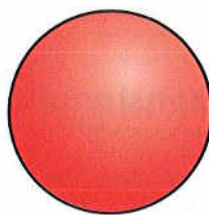
- Ask your child to find two objects in your home and tell you how many faces, vertices and edges for each object.
- Ask your child to count the faces, edges, and vertices of each solid in this page.



Cylinder

The cylinder has :

- No vertices.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.



Sphere

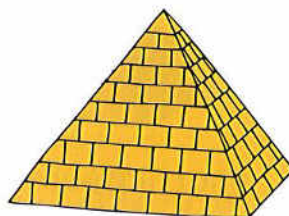
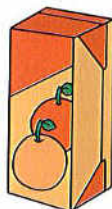
The sphere has :

- No vertices.
- No edges.
- No flat faces.
- 1 curved face.



Check

Join each solid with its name.



Pyramid

Sphere

Cube

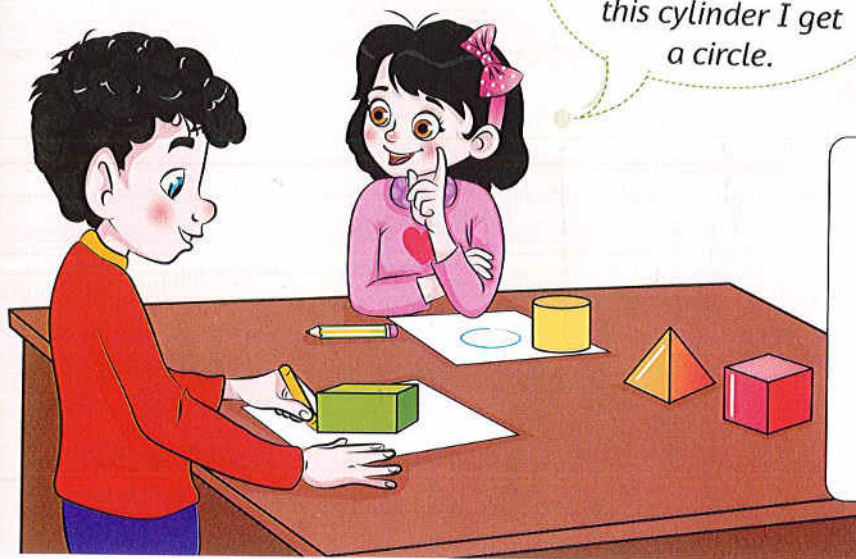
Cylinder

Rectangular
prism

Notes for parents

- Ask your child to find a ball and a can, and then tell how they are alike and how they are different.
- Bring to your child cans, dice, basketball, model of Giza Pyramids, variety of boxes and ask him/her to sort them based on their shapes.

Learn Faces of solids



Faces of solids

rectangle



square

circle



triangle

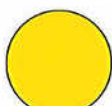
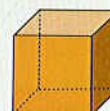


Check

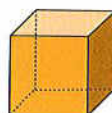
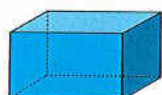
Circle the solid in which you can see the given shape.



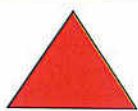
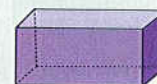
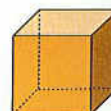
Square



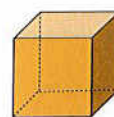
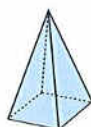
Circle



Rectangle



Triangle



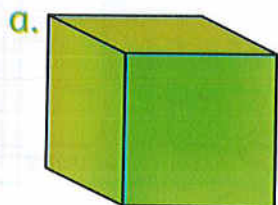
- Help your child color one face of a solid and make it as a print stamp on a paper sheet.
- Help your child know the difference between attributes of each solid.

Exercise 25

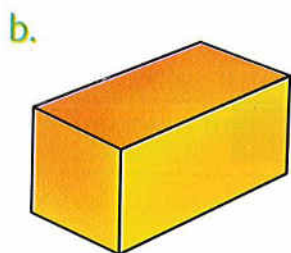
Three-dimensional shapes (Solids)

On Lessons 48 : 50

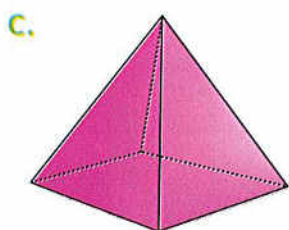
1 Trace the name of each solid. Then write one more.



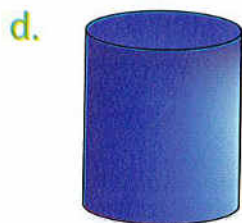
Cube



Rectangular prism



Square-based pyramid



Cylinder



Sphere

2 Write how many faces, edges and vertices there are.

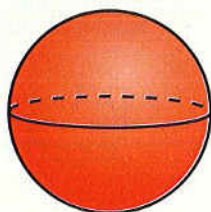
a.

Sphere

_____ vertices

_____ flat faces

_____ edges



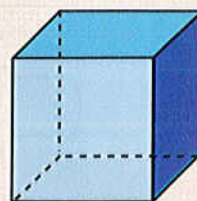
b.

Cube

_____ vertices

_____ flat faces

_____ edges



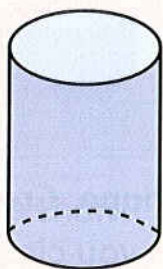
c.

Cylinder

_____ vertices

_____ flat faces

_____ edges



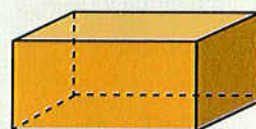
d.

Rectangular prism

_____ vertices

_____ flat faces

_____ edges



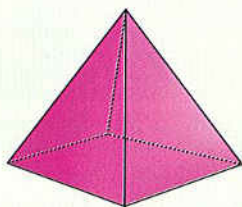
e.

Square-based pyramid

_____ vertices

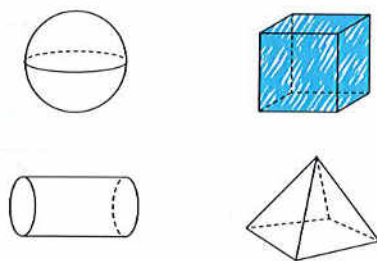
_____ flat faces

_____ edges

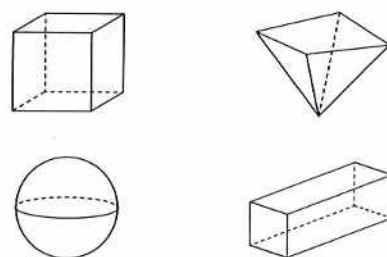


- 3** Color the solid figure that matches the number of faces, edges, and vertices. The first one is done for you.

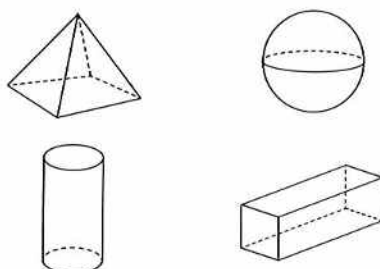
a. 6 faces, 12 edges, 8 vertices



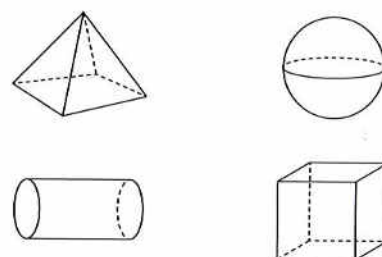
b. 5 faces, 8 edges, 5 vertices



c. 6 faces, 12 edges, 8 vertices



d. 0 faces, 0 edges, 0 vertices



- 4** Circle the objects that have the same shape. Cross out the object that does not belong. Name the solid figures you circled.

a.



b.

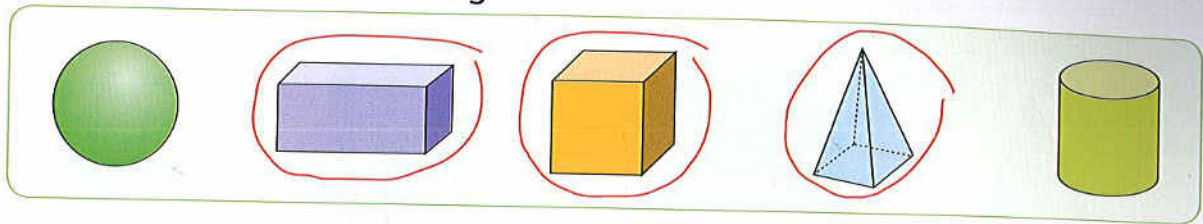


c.

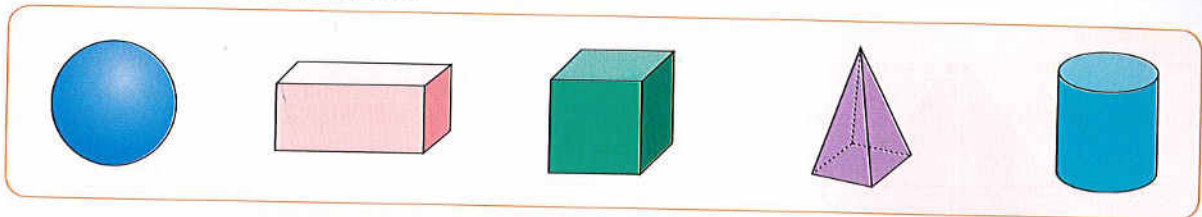


- 5** Circle the solid figures that match the given data.
The first one done for you.

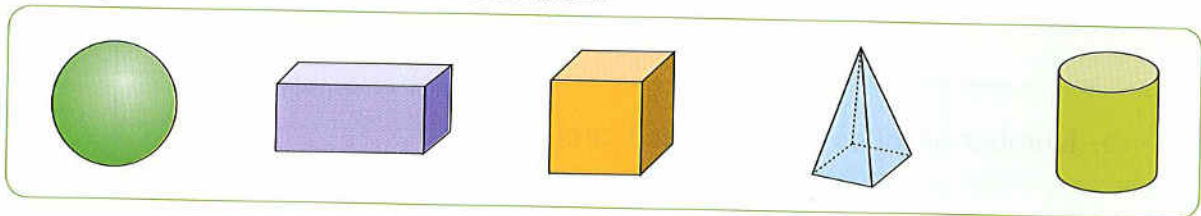
a. Shapes with 6 or more edges.



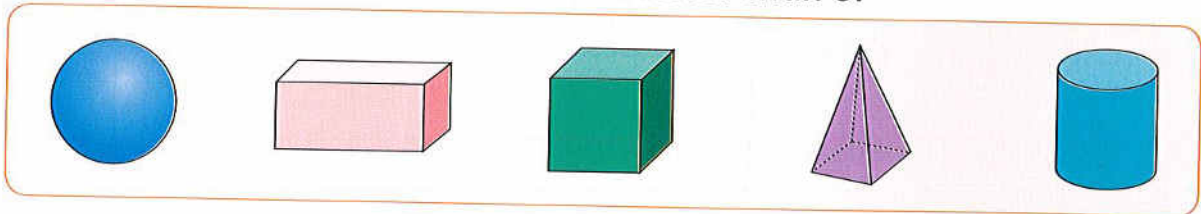
b. Shapes with 5 vertices.



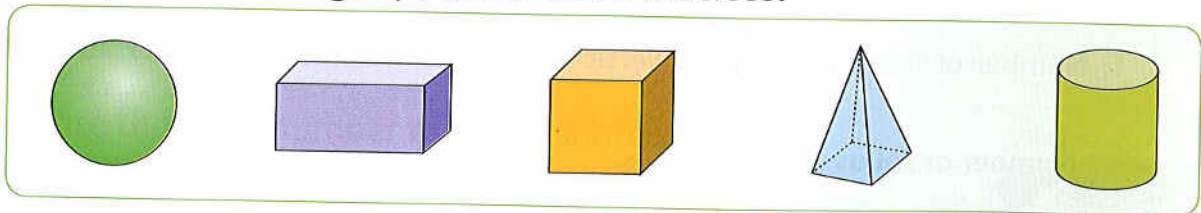
c. Shapes with at least 1 circle face.



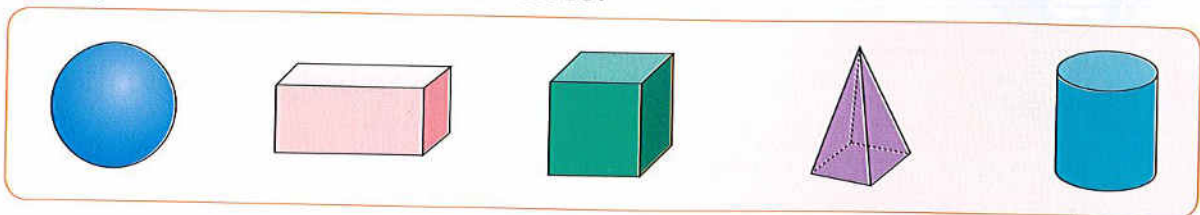
d. Shapes with more than 2 faces but fewer than 6.



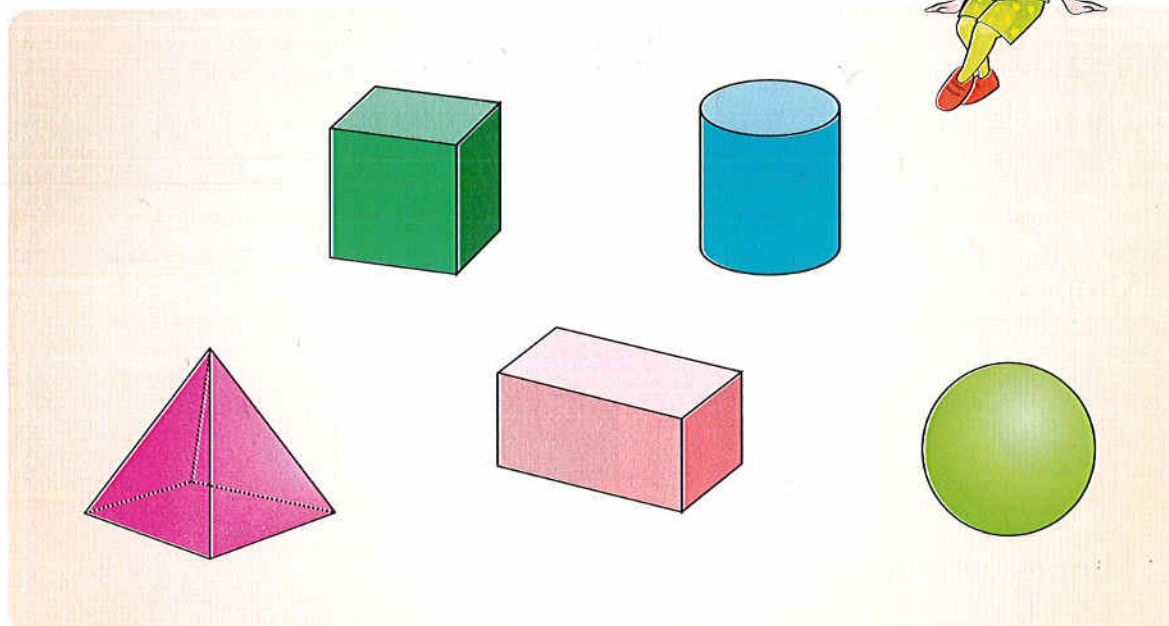
e. Shapes with 0 edges, 0 faces and 0 vertices.



f. Shapes with more than 5 vertices.

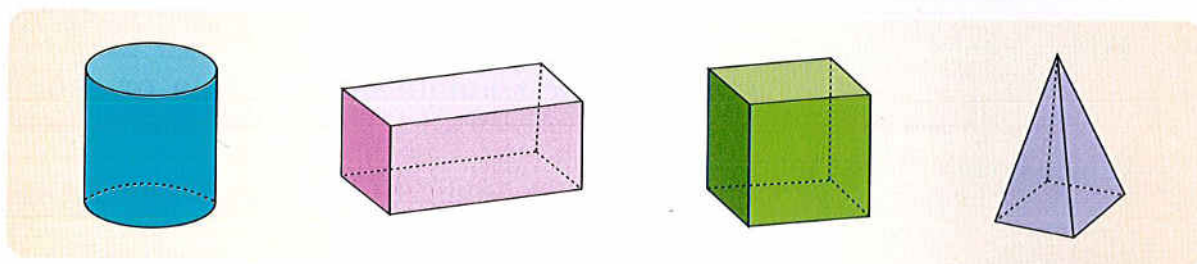


- 6** Complete the table below by writing the number of solids.

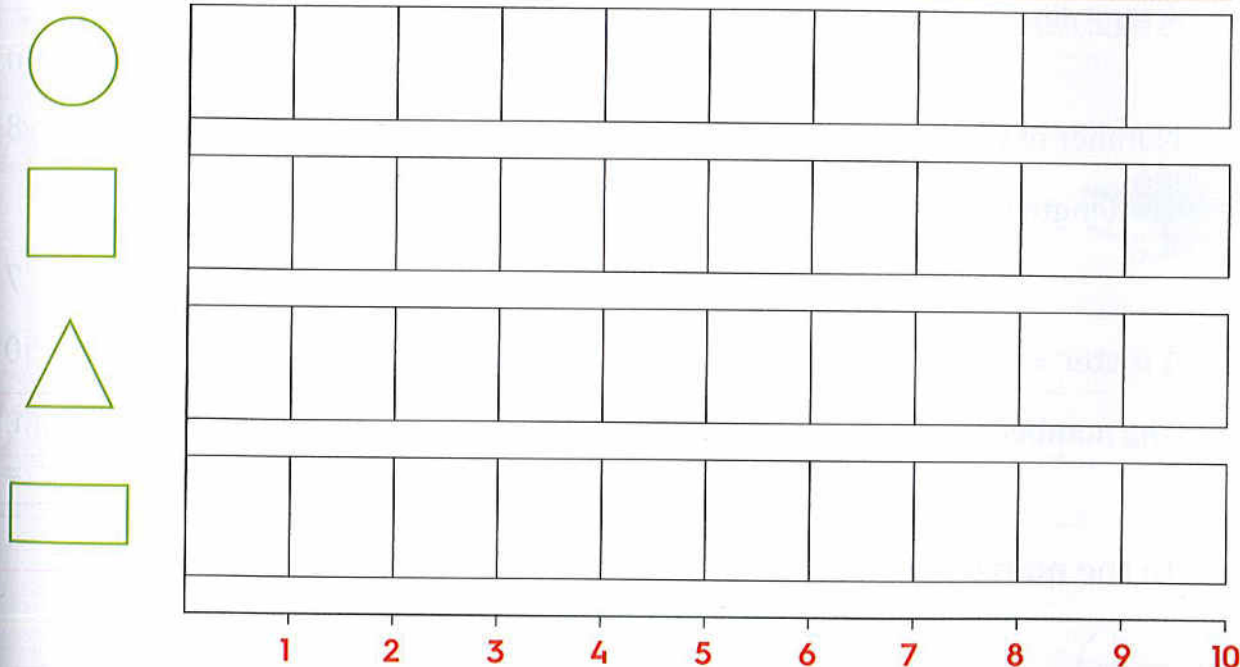


a. Number of solids with at least 1 circle face.	_____
b. Number of solids with at least 1 square face.	_____
c. Number of solids with no flat faces.	_____
d. Number of solids with at least 1 triangular face.	_____
e. Number of solids with 8 vertices.	_____
f. Number of solids without any vertices.	_____
g. Number of solids with 5 vertices.	_____
h. Number of solids with 8 edges.	_____
i. Number of solids with 12 edges.	_____
j. Number of solids without any edges.	_____

- 7** Count the number of circles, squares, rectangles, and triangles that are made by tracing each flat surface of each solid. Color one box in the graph for every plane shape you count.



Number of plane shapes found in solids



Answer the questions.

- a. Write the total number of plane shapes counted.

_____ circles

_____ squares

_____ rectangles

_____ triangles

- b. Which plane shape was counted the most ? _____

- c. Which plane shape was counted the least ? _____




Place
a smiley
face

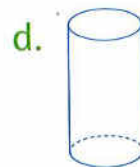
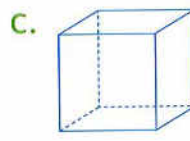
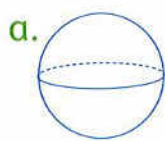


Assessment Chapter 5


1 Choose.

- a. Which plane figure has fewer than 4 vertices?
(hexagon **or** triangle **or** rectangle **or** rhombus)
- b. Which is the longest length from the following?
(50 cm **or** 20 cm **or** 1 m **or** 75 cm)
- c. The solid figure which has 5 vertices is _____
(square-based pyramid **or** cylinder **or** sphere **or** cube)
- d. A two-dimensional shape with 4 sides (2 parallel **or** 2 not parallel) is _____
(square **or** rectangle **or** rhombus **or** trapezium)
- e. Number of vertices of a cube is _____ (5 **or** 6 **or** 12 **or** 8)
- f. The length of the opposite eraser is _____ cm 
(4 **or** 3 **or** 6 **or** 7)
- g. 1 meter = _____ cm (1 **or** 10 **or** 100 **or** 50)
- h. The number of vertices of square _____ the number of vertices of trapezium.
(> **or** < **or** =)

2 Write the name of each solid of each of the following.



3 Complete.

- a. The rectangular prism has _____ faces.
- b. The number of sides of the figure  = _____
- c. The base of a cylinder is _____
- d. The solid in which all faces are squares is _____
- e. The two-dimensional shape which has 6 sides and 6 vertices is called _____

Accumulative Assessment

Till chapter 5

1 Complete.

a. $27 - 5 =$ _____

b. $4 + 87 =$ _____

c. The cube has _____ faces and the shape of each face is _____

d. The place value of the digit 8 in the number 817 is _____

e. 719 in word form is _____

f. The length of  is _____ cm

g. The square-based pyramid has _____ edges, _____ vertices and _____ faces.

2 Bassem had 17 books. He gave his friend Mina 8 books.

How many books does Bassem have now ?



3 Find the result.

a.

$$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 41 \\ + 39 \\ \hline \end{array}$$

4 Write the name of each one.

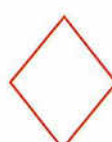
a.



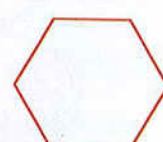
b.



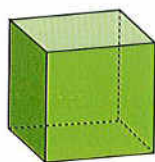
c.



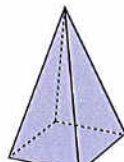
d.



e.



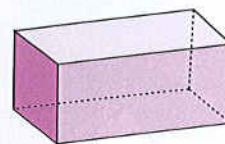
f.



g.



h.



CHAPTER

6



Outcomes and key vocabulary of chapter six

Lessons 51 & 52

Outcomes :

- Participate in calendar math activities.
- Select appropriate units to measure the mass of objects.
- Match items to mass in grams or kilograms.
- Compare grams and kilograms.
- Investigate the mass of various items.

Key vocabulary :

- Mass
- Weight
- Heavy
- Light
- Heavier
- Lighter
- Gram (gm)
- Kilogram (kg)

Lessons 53 & 54

Outcomes :

- Participate in calendar math activities.
- Solve story problems involving mass.
- Create one-step story problems involving adding or subtracting units of mass.
- Solve addition and subtraction story problems.

Key vocabulary :

- Mass
- Gram (gm)
- Kilogram (kg)

Lessons 55 & 56

Outcomes :

- Participate in calendar math activities.
- Distinguish between A.M. and P.M.
- Tell time to the hour.
- Explain that a day equals 24 hours.
- Create an analog clock.

Key vocabulary :

- Time
- Analog clock
- Digital clock
- Clock face
- Hour hand
- Minute hand
- A.M.
- P.M.
- Half

Lessons 57 & 58

Outcomes :

- Participate in calendar math activities.
- Show time to the half hour on an analog clock.
- Write time to the hour and half hour.
- Tell time to the half hour.
- Read time to the hour and half hour.
- Match digital times to analog times.

Key vocabulary :

- Analog clock
- Digital clock
- Clock face
- Hour hand
- Minute hand
- One half
- Hour
- Half hour
- Half past

Lessons 59 & 60

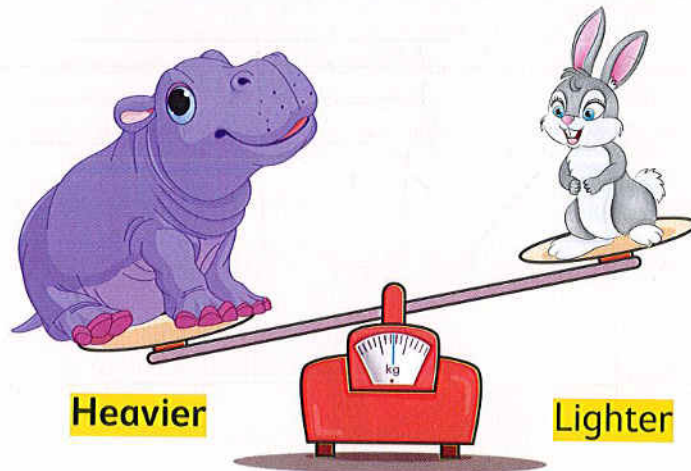
Outcomes :

- Participate in calendar math activities.
- Write time to the quarter hour.
- Match analog times to the quarter hour to their digital and written forms.
- Read time to the quarter hour.

Key vocabulary :

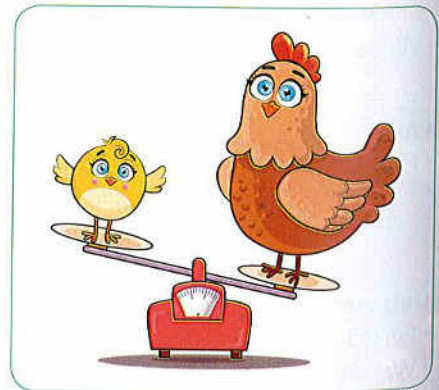
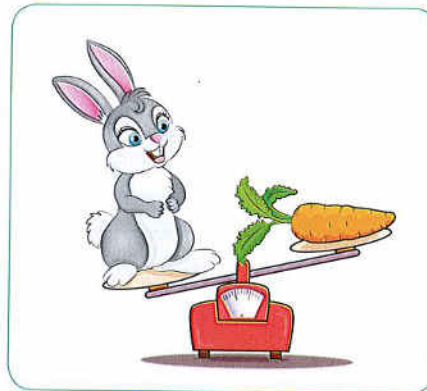
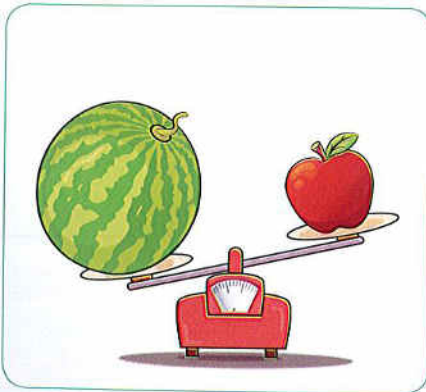
- Analog clock
- Digital clock
- Hour hand
- Minute hand
- One half
- One quarter
- Hour
- Half hour
- Half past
- Quarter hour
- Quarter past
- Quarter to

Pre-study Heavier and lighter



Check

Circle the lighter object.



Notes for parents

- Give your child two objects of clearly different weights, ask him/her to hold one object in each hand and tell you which is heavier.
- Ask your child to show you something that is heavier than a spoon and another something that is lighter than the spoon.

Learn Grams and kilograms

Grams (gm) and Kilograms (kg) are measuring units of mass.

Note :

Mass and weight are different.

- Mass stays the same no matter where you are.
- Weight changes from a place to another, for example the weight of any object on the Earth is different from its weight on the moon.

This paperclip is about 1 gram.



This large book is about 1 kilogram.

Gram is used to measure objects with less mass, which are lighter objects, such as :



Kilogram is used to measure objects with more mass, which are heavier objects, such as :



✓ Check

Circle the better unit you would use to measure the real object.



grams

kilograms



grams

kilograms



grams

kilograms

• Ask your child to find something in your home its mass is about 1 gram and another something its mass is about 1 kilogram, then determine which one of them is heavier.

• Ask your child to tell something he/she can measure it in grams, and another something can measure it in kilograms.

Learn

Estimating and comparing masses



This milk bottle is about $\frac{1}{2}$ kilogram.



This bag of sugar is about 1 kilogram.



This watermelon is about 5 kilograms.



This child is about 10 kilograms.



Check

Look at each object. Circle the better estimation.



90 grams 90 kilograms



2 kilograms 100 kilograms



200 grams 10 kilograms

Notes for parents

- Ask your child to show you something its mass is measured about $\frac{1}{2}$ kilogram and another one its mass is measured about 5 kilograms.
- Ask your child is there a dog weighs about 10 kg, and which object do you think weighs about 100 kg ?

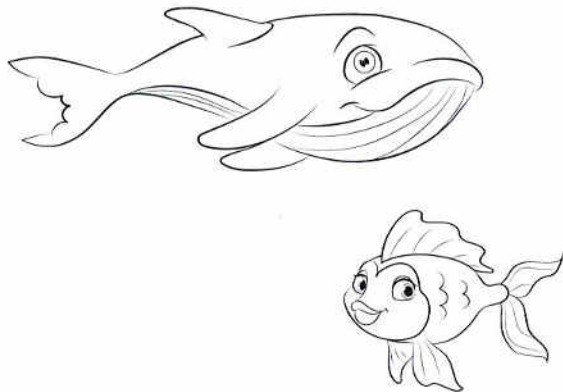
Exercise 26

Gram and kilogram

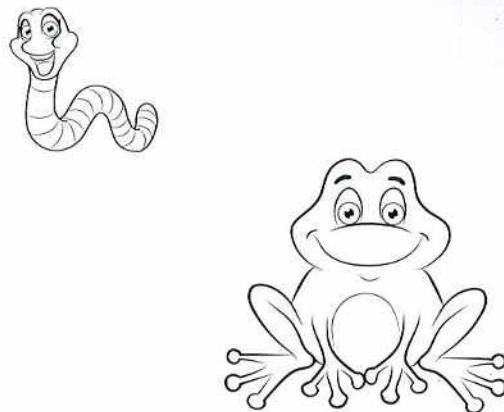
On Lessons 51 & 52

1 Color the heavier animal in each group.

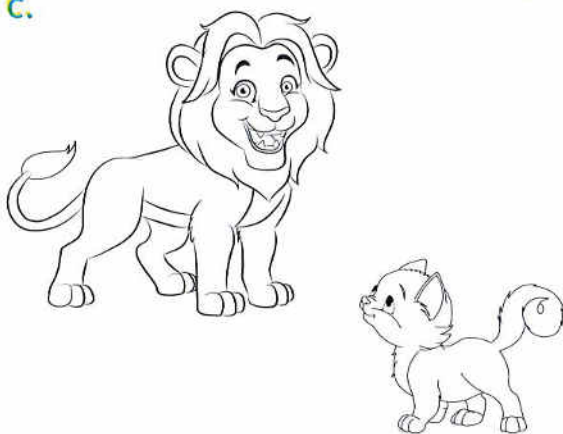
a.



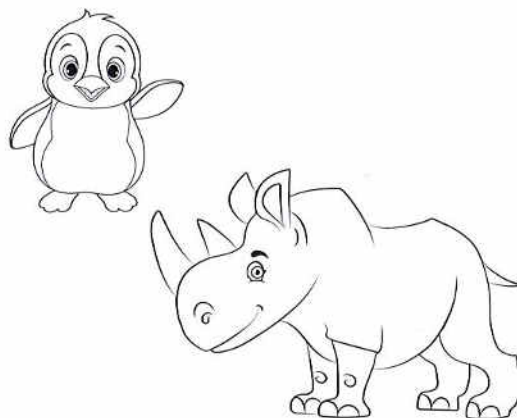
b.



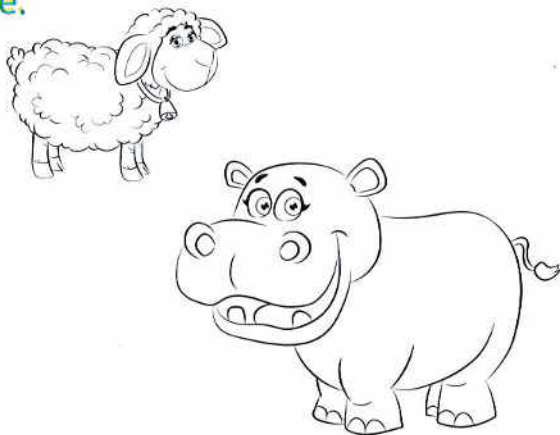
c.



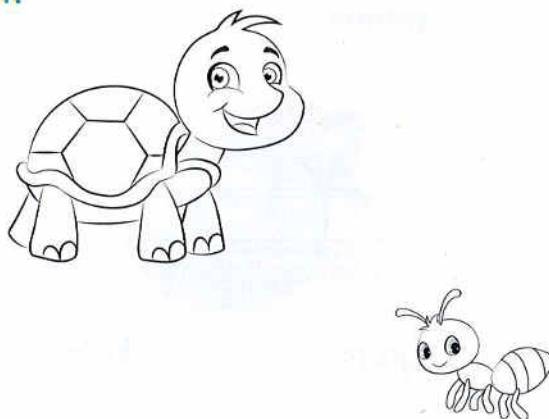
d.



e.



f.



2 Circle the better unit you would use to measure the real object.

a.



grams

kilograms

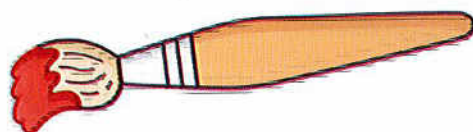
b.



grams

kilograms

c.



grams

kilograms

d.



grams

kilograms

e.



grams

kilograms

f.



grams

kilograms

g.



grams

kilograms

h.



grams

kilograms

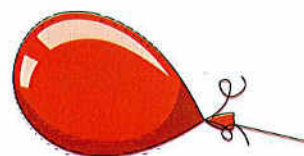
i.



grams

kilograms

j.

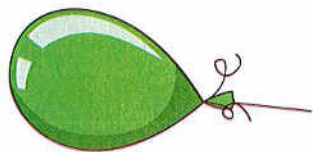


grams

kilograms

3 Look at each object. Circle the better estimation.

a.



1 gram

$\frac{1}{2}$ kilogram

b.



1 gram

5 kilograms

c.



$\frac{1}{2}$ kilogram

5 kilograms

d.



1 kilogram

1 gram

e.



1 gram

1 kilogram

f.



1 kilogram

10 kilograms

g.



1 gram

1 kilogram

h.



10 kilograms

100 kilograms

4 Join.



a.



10 kilograms

b.



$\frac{1}{2}$ kilogram

c.



5 kilograms

d.



1 kilogram

e.



1 gram

- 5** Estimate 1 gm, 5 kg or 10 kg, then arrange from least to greatest mass.
The first one is done for you.

a.



10 kg

3



1 gm

1



5 kg

2

b.



c.



d.



Place
a smiley
face

Learn

A fruit seller bought **56** kilograms of banana, he sold **14** kilograms of them.

How many kilograms of banana is left with him ?

$$\text{The left} = 56 \text{ kg} - 14 \text{ kg} = 42 \text{ kg}$$



Write a number sentence to find the required.



Wael has two balls that weigh **100** grams and **60** grams.

He put them both in his bag to take them to the club.

How much do Wael's balls weigh together ?

$$\text{The sum} = 100 \text{ gm} + 60 \text{ gm} = 160 \text{ gm}$$



Write a number sentence to find the required.



Check

Ahmed has a chair that weighs **11** kilograms and a bag that weighs **13** kilograms.

He wants to carry them at the same time.

How much do the chair and the bag weigh all together ?



Notes for parents

- In this lesson, your child will use the strategies he/she has studied before to solve addition and subtraction word problems involving mass.

Exercise 27

Solving addition or subtraction problems involving mass

On Lessons 53 & 54

- 1** Sameh bought 15 kg of mango, he used 9 kg of them to make juice.

How many kilograms of mango were left ?



- 2** Eslam has a bag of rocks that weighs 18 kilograms. He found 9 more kilograms of rocks and put them in his bag.

How many kilograms of rocks does Eslam have in his bag now ?



- 3** Maryam has 2 dogs, their weights are 12 kilograms and 13 kilograms.

How much do both dogs weigh together ?



- 4** Mina has a baby boy that weighs 12 kilograms and a girl that weighs 27 kilograms

Mina wants to carry them at the same time.

How much do they weigh all together ?



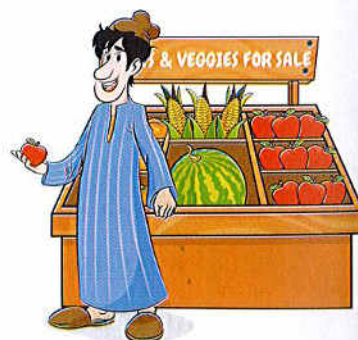
- 5** Hany had a bag of potato chips that weighs 86 grams.
He ate 23 grams of chips.
How many grams of chips were left in the bag ?



- 6** Bassem bought two toys that each weighs 100 grams.
He put them both in his bag.
How much do they weigh all together ?



- 7** A fruit seller bought 37 kilograms of oranges
and 53 kilograms of apples.
How many kilograms he has in all ?



- 8** Heba bought a bag of flour that weighs 30 kilograms.
She made a pizza for her friends and used 4 kilograms
of flour.
How many kilograms of flour did Heba have left ?



- 9** Samy has a bag of weight 100 gm. In this bag, he puts a notebook of weight 90 gm.

What is the weight of the bag and the notebook ?



- 10** Karim used 52 grams of salt and 25 grams of pepper to make a pizza.

What is the total weight of salt and pepper ?



- 11** Amgd has two bags of marbles. One of them weighs 6 kg and the other weighs 7 kg, his friend collected two bags of marbles, one bag weighs 8 kg and the other weighs 4 kg.

How many kilograms of marbles do Amgd and his friend have in all ?



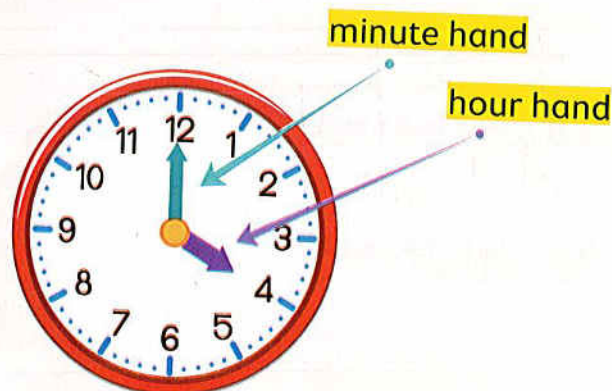
- 12** Farida had a bucket of red clay that weighs 34 gm and another bucket of green clay of the same weight to form some flowers.

How much do the clay weigh all together ?



Remember Telling time

- When the minute hand points to 12, it is o'clock.



The time is
4 o'clock.



- These two clocks show time to the hour.



Analog clock



Digital clock

Both clocks show
9 o'clock.



Check

Write the time.



_____ o'clock



_____ o'clock



_____ o'clock

Notes for parents

- Explain that in one hour, the minute hand is making a full rotation around the clock, but the hour hand is moving between two numbers and moves much more slowly.

Learn Time "A.M. and P.M."

- The day is 24 hours, the day is divided into two parts.

A.M. and P.M.

Noon is 12:00
in the day.



Midnight is 12:00
in the night.

A.M. is the half of the day in
the morning time
from 12 **midnight** until 12 **noon**.



07:00 A.M. is in the morning

P.M. is the half of the day in
the afternoon and evening time
from 12 **noon** until 12 **midnight**.



07:00 P.M. is in the evening



10:00 A.M. is in the morning



10:00 P.M. is in the evening

- At different times of the day, ask your child to read an analog clock and tell you the time is A.M. or P.M.
- Ask your child to name 3 activities that he/she does in the A.M. and 3 more activities that he/she does in the P.M.

Exercise 28

Time "A.M. and P.M."

On Lessons 55 & 56

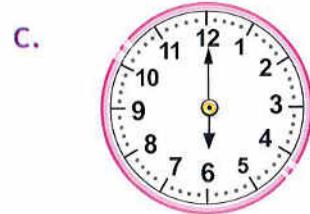
1 Write the time. The first one is done for you.



3 o'clock



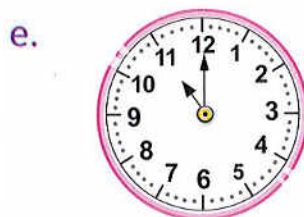
_____ o'clock



_____ o'clock



_____ o'clock

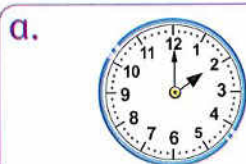


_____ o'clock



_____ o'clock

2 Join the two clocks that tell the same time.



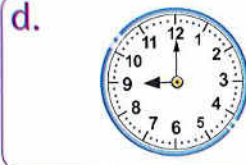
07:00



09:00



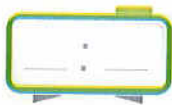
02:00



05:00

3 Write the time shown on the clock.

a.



9 o'clock

b.



11 o'clock

c.



4 o'clock

d.



6 o'clock

e.



5 o'clock

f.



1 o'clock

g.



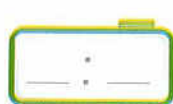
12 o'clock

h.



8 o'clock

i.



3 o'clock

4 Show the time on the clock.

a.



4 o'clock

b.



7 o'clock

c.



6 o'clock

d.



9 o'clock

e.



10 o'clock

f.



12 o'clock

g.



1 o'clock

h.



5 o'clock



i.



2 o'clock



- 5** Decide if the activity happens in the A.M. or P.M.
Circle the correct answer.

a. eat breakfast

A.M. ☐
P.M. ☐

b. practice basketball


A.M. ☐
P.M. ☐

c. go to art class






A.M. ☐
P.M. ☐

d. set the table for dinner



A.M. ☐
P.M. ☐

e. read a bedtime story

A.M. ☐
P.M. ☐

f. arrive at school

A.M. ☐
P.M. ☐

g. ride home from school




A.M. ☐
P.M. ☐

h. sleeping




A.M. ☐
P.M. ☐

Place
a smiley
face

Lessons 57 & 58

Telling time to the half hour

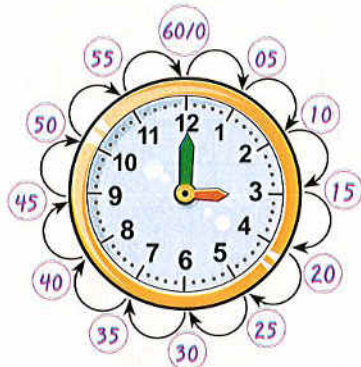
Learn

Remember

The minute hand moves from one number to the next in 5 minutes.



There are **60** minutes in 1 **hour**.



or
3 o'clock

The hour hand points to **3**.
The minute hand points to **12**.



There are **30** minutes in a **half hour**.



or
half past 3

The hour hand points halfway between **3** and **4**. The minute hand points to **6**.



Check

Show the time. Where are the hands? Write the numbers. Write the time. The first one is done for you.

- The hour hand is halfway between **2** and **3**

- The minute hand is at **6**

- Half past 2**



- The hour hand is halfway between _____ and _____

- The minute hand is at _____

- _____



- The hour hand is halfway between _____ and _____

- The minute hand is at _____

- _____



- The hour hand is halfway between _____ and _____

- The minute hand is at _____

- _____



Notes for parents

- At time on the half hour, ask your child to show you the minute hand and the hour hand on a clock and tell what time is it.
- Ask your child to say the times on the half hour in order, beginning with half past 1 (half past 1, half past 2, half past 3 and so on).

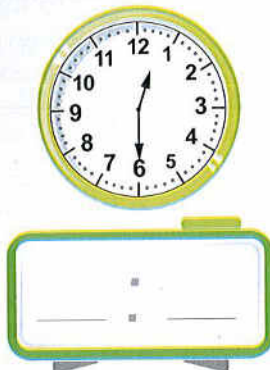
Exercise 29

Telling time to the half hour

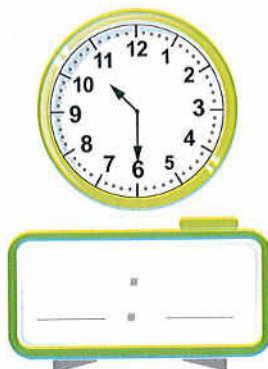
On Lessons 57 & 58

1 Write the time.

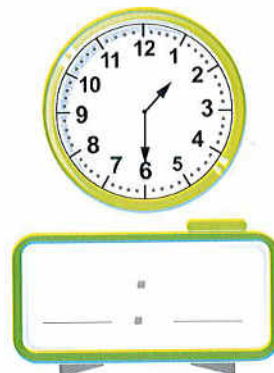
a.



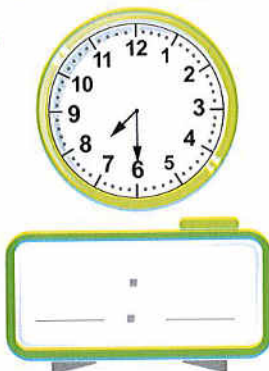
b.



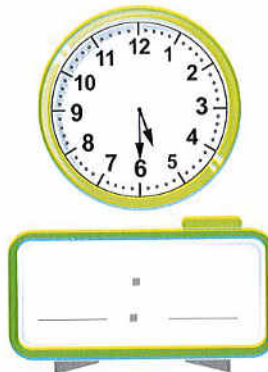
c.



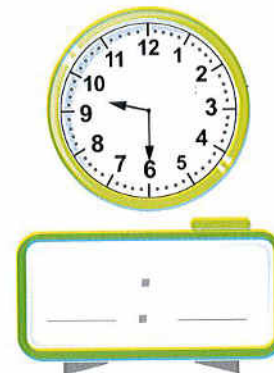
d.



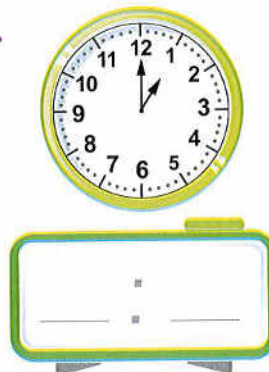
e.



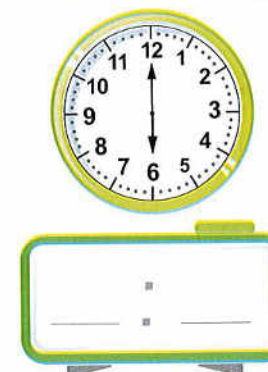
f.



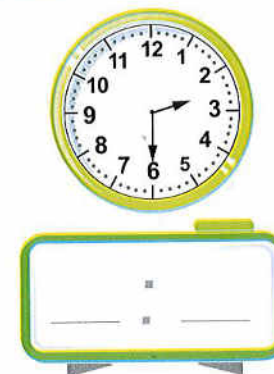
g.



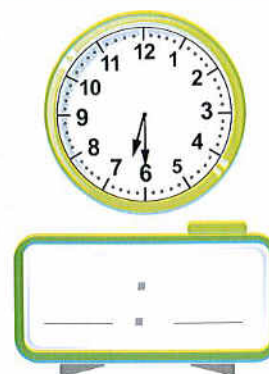
h.



i.



j.



k.



l.

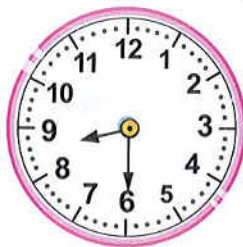


2 What time is it ?

a.



b.



c.



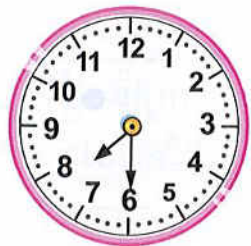
d.



e.



f.



g.



h.



i.



3 Match.

a. Half past 10





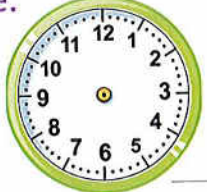




b. Half past 4

c. Half past 11







d. Half past 3



- 4** Draw the hour hand and the minute hand and write the time.
The first one is done for you.

<p>a.</p>  <p>01:30</p> <p>Half past 1</p>	<p>b.</p>  <p>09:00</p>	<p>c.</p>  <p>10:30</p>
<p>d.</p>  <p>08:00</p>	<p>e.</p>  <p>02:30</p>	<p>f.</p>  <p>11:00</p>
<p>g.</p>  <p>07:30</p>	<p>h.</p>  <p>06:30</p>	<p>i.</p>  <p>09:30</p>

- 5** Write (✓) to the correct statement and (X) to the incorrect statement.

- | | | | |
|----|---|--------------------------|-----|
| a. |  | The time is half past 3 | () |
| b. |  | The time is 2 o'clock | () |
| c. |  | The time is half past 7 | () |
| d. |  | The time is half past 11 | () |
| e. |  | The time is half past 12 | () |
| f. |  | The time is half past 9 | () |



Place
a smiley
face

Lessons 59 & 60

Quarter past and quarter to

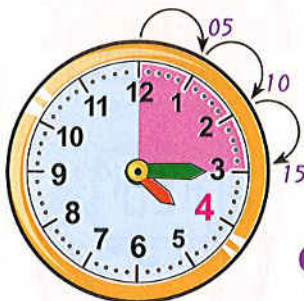
Learn

The minute hand has moved through one quarter of an hour.
(15 minutes have passed)



The minute hand has moved through three quarters of an hour.
(45 minutes have passed)

The minute hand is pointing to **3**
The hour hand is closer to **4**



or

Quarter past 4

The minute hand is pointing to **9**
The hour hand is closer to **5**



or

Quarter to 5

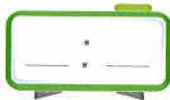


Check

Note :

Quarter **past** can be also said as quarter **after**.

Write the time. Choose the correct answer.



quarter past 5

quarter to 5



quarter past 11

quarter to 11



quarter past 9

quarter to 9



quarter past 4

quarter to 4



quarter past 12

quarter to 12



quarter after 2

quarter to 2

Notes for parents

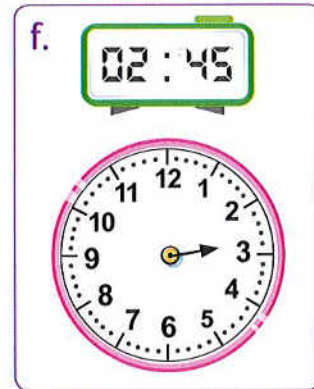
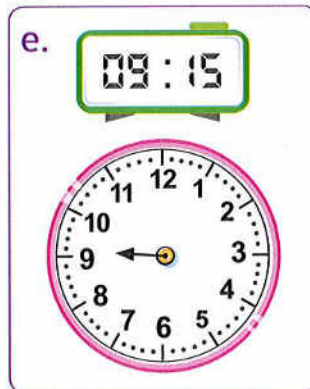
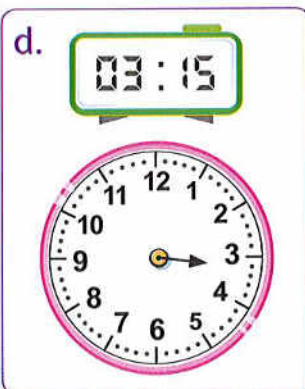
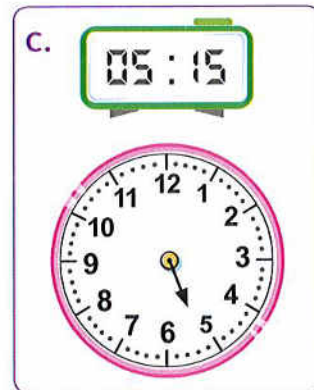
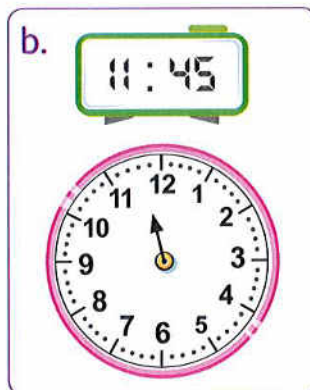
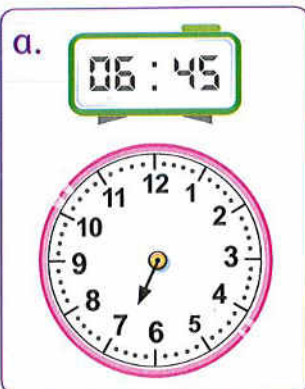
- Tell your child that one hour consists of 4 quarters, each quarter equals 15 minutes.
- Ask your child to practise skip counting by 5 to help him/her at telling time.

Exercise 30

Quarter past and quarter to

On Lessons 59 & 60

1 Draw the minute hand.



2 Match.



3 Match.

a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



Quarter to 3

Quarter to 2

Quarter past 9

9 o'clock

Quarter to 7

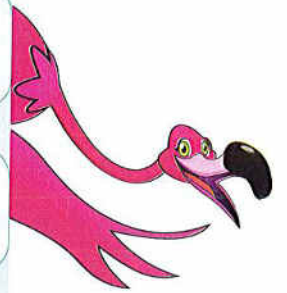
Half past 9

Quarter past 5

Quarter to 12

Half past 8

Quarter after 3



4 Show the time on the two clocks.

a. Quarter to 6



b. Quarter past 10



c. Quarter to 9



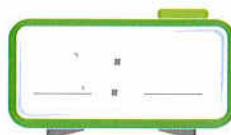
d. Quarter past 9



e. Quarter after 7



f. Quarter after 3



g. Quarter to 2



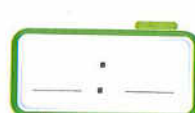
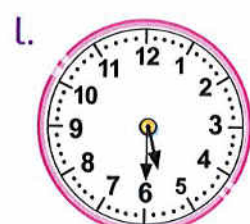
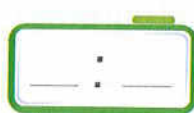
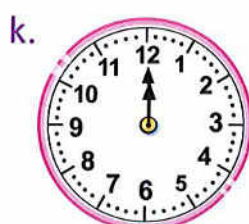
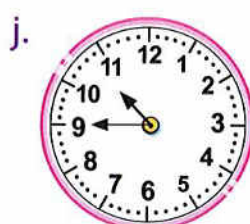
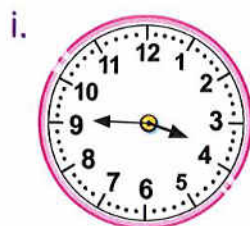
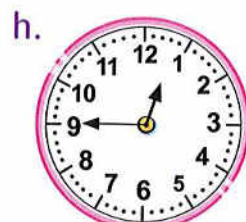
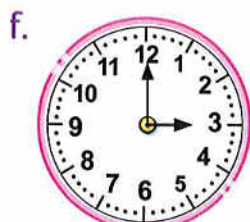
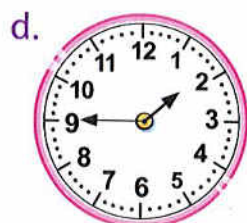
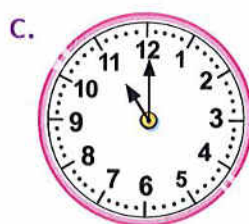
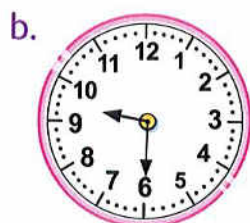
h. Quarter past 12



5 Write the time in two ways. The first one is done for you.



Quarter past 12



Place
a smiley
face



Assessment

Chapter 6

1 Write the time. Then circle A.M. or P.M.

a. Play at the park.



:



A.M.

P.M.

b. Eat breakfast.



:



A.M.

P.M.

2 Show the time on the two clocks.

a. half past 3



:

b. 5 o'clock



:

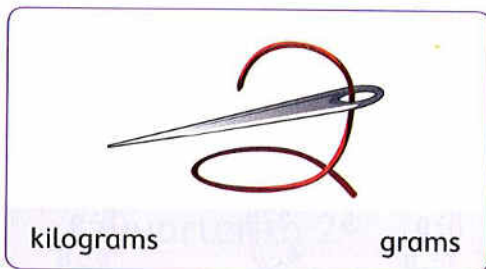
c. quarter to 7



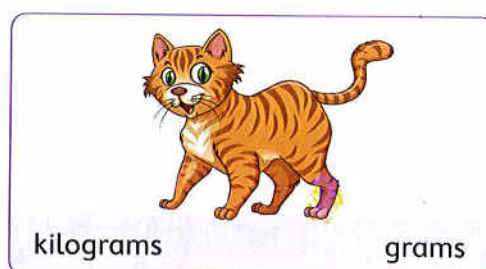
:

3 Circle the unit you would use to measure the real object.

a.



b.



4 A family bought 6 kilograms of banana and 4 kilograms of apple.
What is the weight in all ?



Accumulative Assessment

Till chapter 6

1 Choose the correct answer.

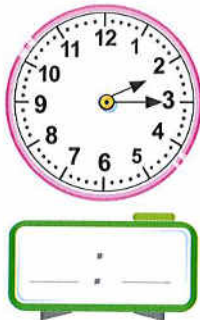
- a. The cube has _____ vertices. (6 or 8 or 12)
- b. The value of the digit 7 in the number 473 is _____. (7 or 70 or 700)
- c. A 2-dimensional shape whose 4 sides are equal in length is _____. (rectangle or rhombus or triangle)
- d. $14 + \text{_____} = 20$ (6 or 8 or 34)
- e. $79 \text{ _____ } 110$ ($>$ or $<$ or $=$)

2 Complete.

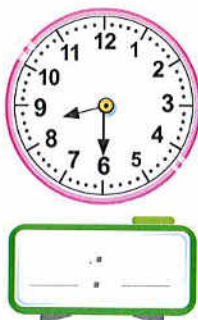
- a. 621 in word form is _____
- b. The number of vertices of a square-based pyramid = _____
- c. $37 + 25 = \text{_____}$
- d. $69 - 37 = \text{_____}$
- e. $300 + 40 + 8 = \text{_____}$
- f. $12 - \text{_____} = 5$

3 Write the time in two ways.

a.



b.



c.



4 Nermine has two birds, the weight of one of them is 100 gm and the other weight 90 gm.

How much do both birds weigh together ?





GLOSSARY

A

A.M.	صباحا
accepted	مقبول
accumulative	تراكمي
actual	فعلي
add	يجمع
addend	المضاف
addition	الجمع
after	بعد
all	كل
altogether	معا
analog clock	الساعة ذات العقارب
another	آخر
area	مساحة
ascending	تصاعدي
assessment	تقييم
attribute	خاصية

B

backward	للخلف
bar graphs	أعمدة بيانية
base	قاعدة
better	أفضل
bigger	أكبر
break apart	تقسيم

C

calendar	تقويم
category	نوع
centimeter	سنتيمتر
challenge	تحدي
chart	مخطط
check	يتأكد
choose	يختار
circle	دائرة / يضع دائرة حول
closer to	أقرب إلى
color	يلوّن / لون
column	عمود
commutative	إبدال
compare	يقارن
comparing	مقارنة
complete	يكمل

components

convert	يحوّل
correct	صحيح
counting	العد
counting back	العد للخلف
counting on	العد للأمام
cube	مكعب
cuboid	متوازي مستطيلات
curved face	وجه منحنى
cylinder	أسطوانة

D

data	بيانات
decide	يقرر
decompose	يحلل
decomposing	التحليل
descending	تنازلي
dice	حجر نرد
difference	فرق
different	مختلف
digit	رقم
digital clock	الساعة الرقمية
dimension	بُعد
distance	مسافة
double	مضاعفة
draw	يرسم

E

edge	حرف
equal to	مساوٍ لـ
estimate	يقدر
estimation	تقدير
expanded form	الصيغة الممتدة
extra	إضافي

F

face	وجه
fact	حقيقة
few	قليل
fewer	أقل
fewest	الأقل
flat face	وجه مستوي
form	صيغة / شكل

forward

للأمام

G

gram

جرام

graph

بياني

greater

أكبر

greatest

الأكبر

group

مجموعة

H

half past

ونصف

halfway

منتصف المسافة

half

نصف

heavier

أثقل

heavy

ثقيل

hexagon

شكل سداسي الأضلاع

horizontal

أفقي

hour

ساعة

hour hand

عقرب الساعات

hundreds

مئات

I

incorrect

غير صحيح

information

بيانات

J

join

يوصل

K

key

مفتاح

kilogram

كيلو جرام

L

label

علامة / يضع علامة

last

أخير

learn

يتعلم

least

الأقل

left

باقى

length

طول

less

أقل

let

يجعل

light

خفيف

lighter

أخف

long

طويل

M

make

يكون / يجعل

mass

كتلة

match

يوصل

measurement

قياس

mental math

رياضيات ذهنية

meter

متر

midnight

منتصف الليل

minute

دقيقة

minute hand

عقرب الدقائق

missing

مفقود / ناقص

model

نموذج

more

أكثر

most

الأكثر/معظم

move

يتحرك

N

nonstandard

غير معياري

noon

منتصف النهار

number

عدد

O

object

شيء

ones

أحاد

opposite

مقابل

order

يرتب / ترتيب

or

أو

P

P.M.

مساءً

parallel

يوازي / متوازي

pattern

نمط

pentagon

شكل خماسي الأضلاع

pictograph

التمثيل البياني المصور

place value

قيمة مكانية

plan

يخطط

plus

زائد

prism

منشور

problem

مشكلة / مسألة

property

خاصية

pyramid

هرم

Q

quadrilateral	شكل رباعي الأضلاع
quantity	مقدار / كمية
quarter past	وربع
quarter to	إلا ربع

R

real	حقيقي
record	يسجل
rectangle	مستطيل
rectangular prism	متوازي مستطيلات
regroup	يعيد التجميع
regrouping	إعادة التجميع
remained	باقي
represent	يمثل / يعرض
rest	باقي
result	نتائج
rhombus	معين
row	صف
ruler	مسطرة

S

same	نفس الشيء
scale	مقياس
sentence	جملة
shape	شكل
short	قصير
show	يعرض
side	ضلع
skip counting	العد بالقفز
smaller	أصغر
solid	مجسم
solve	يحل
solving	حل
sort	يصنف
sorting	تصنيف
sphere	كرة
square	مربع
standard form	الصيغة الرمزية
standard unit	وحدة القياس المعيارية
start	يبدأ
statement	عبارة

step	خطوة
stick	قضيب / عصا
strategy	استراتيجية
subtract	يطرح
subtraction	طرح
subtrahend	العدد المطروح
sum	مجموع
symbol	رمز

T

table	جدول
take away	يطرح / يزيل
telling time	قراءة الوقت
tens	عشرات
think	يفكر
three-dimensional	ثلاثي الأبعاد
till	حتى
together	مقا
total	مجموع
trapezium	شبه منحرف
trapezoid	شبه منحرف
triangle	مثلث
two-dimensional	ثنائي الأبعاد

U

understand	يفهم
unknown	مجهول

V

value	قيمة
vertex	رأس
vertical	رأسي
vertices	رؤوس
vote	رأى

W

way	طريقة / أسلوب
weigh	يزن
weight	وزن
without	بدون
word form	الصيغة الكلامية
work	يعمل / عمل



20

**Final
examinations
from some
schools**



Answer the following questions :

1 Find the result :

$$\begin{array}{r} (1) \quad 4 \ 5 \\ + \ 5 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 7 \ 6 \\ - \ 3 \ 4 \\ \hline \end{array}$$

$$(3) \ 56 + 22 = \dots\dots\dots$$

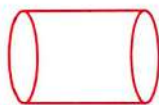
$$(4) \ 88 - 30 = \dots\dots\dots$$

2 Arrange the following numbers in an ascending order :

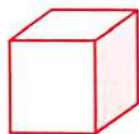
10 , 90 , 86 , 77 and 65

The order is : $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$ and $\dots\dots\dots$

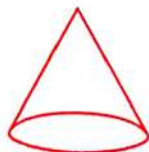
3 Join :



Cube



Cylinder



Sphere



Cone

4 Maha bought vegetables for 15 pounds and fruit for 20 pounds.
How much did she pay ?

She paid = $\dots\dots\dots$ + $\dots\dots\dots$ = $\dots\dots\dots$ pounds.

5 Put "> or < or =" :

(1) $20 + 30$ $50 - 20$

(2) 66 $60 + 6$

(3) $25 + 10$ $30 + 17$

2

Cairo Governorate

Hadayek El-Kobba Educational Zone
Leaders Language School



Answer the following questions :

1 Find the result :


(1)
$$\begin{array}{r} 35 \\ + 62 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 96 \\ - 56 \\ \hline \end{array}$$

(3) $24 + 42 = \dots\dots\dots$

(4) $87 - 16 = \dots\dots\dots$

2 [a] Complete :

(1) The fraction which represent the colored part in  is

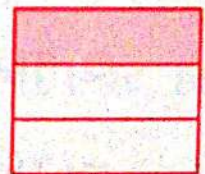
(2) The solid  is called

(3) The shape  is called

(4) The day that comes after Sunday is

(5) 1 week = days

[b] Write the fraction :



3 [a] Put the suitable sign "> , < or =" :

(1) $33 + 20$ 74

(2) 61 $95 - 73$

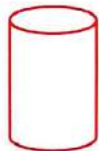
(3) 12 21

[b] Complete in the same pattern :

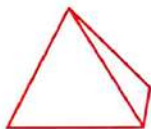
(1) 20 , 30 , , , ,

(2) 90 , 80 , , , ,

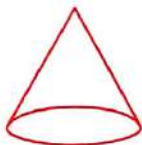
4 [a] Join each solid to its name :



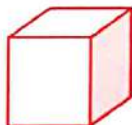
Cone



Cylinder



Cube



Pyramid

[b] Hazem bought a set of stories for 35 pounds and fishing tools for 62 pounds. Find the total money that Hazem paid.

Hazem paid = + = pounds.

5 [a] Choose the correct answer :

(1) The day just before Monday is

(Sunday or Friday or Tuesday)



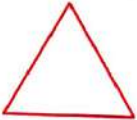
(2) The shaded part in  is

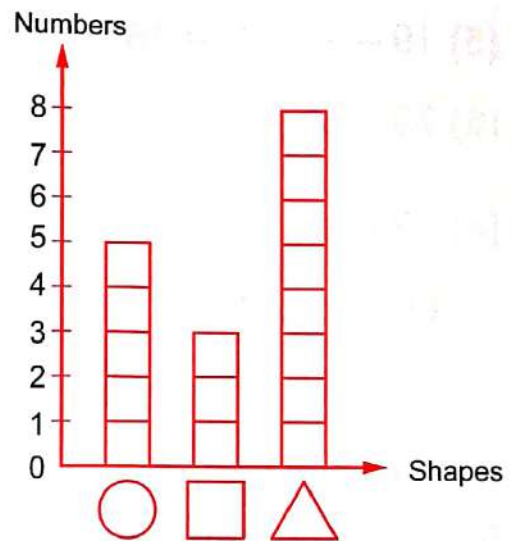
($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(3) The shape  is called

(circle or triangle or square)

[b] By using the opposite graph , complete the table :

Shapes	Numbers






3 Cairo Governorate

Shoubra Educational Zone
Good Shepherd Sisters' Language School




Answer the following questions :

1 Complete the following :

- (1) The day just before Monday is
- (2) $50 + \dots = 90$
- (3) $13 - 0 = \dots$
- (4) The smallest 2-digit number is
- (5) $42 + 15 = 15 + \dots$
- (6) The value of 7 in the number 73 is

2 Choose the correct answer :

- (1) 52 is greater than (49 or 53 or 60 or 95)
- (2) The greatest number of 2 different digits is
(11 or 98 or 10 or 99)
- (3) The figure  is called
(square or circle or cube or triangle)

(4) Half quarter

(> or < or =)

(5) $19 - \dots = 16$

(2 or 3 or 4 or 5)

(6) $79 - 55 = \dots$

(24 or 14 or 34 or 44)

3 [a] Find the result :

(1) $87 - 24 = \dots$

(2) $38 + 10 = \dots$

(3) $24 + 15 = \dots$

[b] Complete in the same pattern :

(1) 96 , 86 , 76 , ,

(2) 85 , 80 , 75 , ,

(3) 85 , 86 , 87 , ,

4 [a] Arrange in a descending order :

38 , 45 , 25 , 17 and 61

The order is : , , and

[b] In one day the number of visitors of a hospital from the boys was 50 and the number of girls was 42

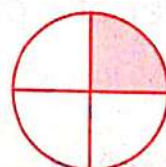
Find the number of visitors that day.

Number of visitors = + = visitors.

5 [a] Write the fraction which represents the shaded part :



.....



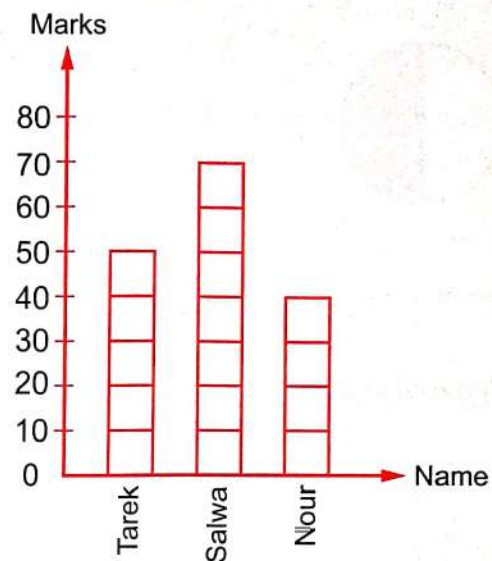
.....



.....

[b] Complete the following table :

Name	Marks
Tarek
Salwa
Nour



4

Cairo Governorate

East Nahr City Educational Zone
Al Raya Language School



Answer the following questions :

1 [a] Find the result :

$$\begin{array}{r} (1) \quad 52 \\ + 10 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (2) \quad 23 \\ - 12 \\ \hline \end{array}$$

.....


$$\begin{array}{r} (3) \quad 25 \\ + 4 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (4) \quad 32 \\ - 2 \\ \hline \end{array}$$

.....

[b] Choose the correct answer :

(1) The name of the shape  is a

(circle **or** square **or** rectangle)

(2) Seven tens =

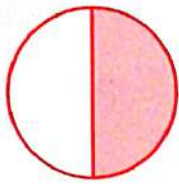
(17 **or** 7 **or** 70)

2 [a] Circle the greater number :

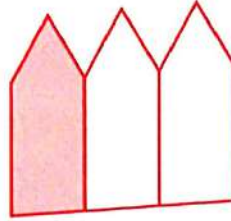
35	21
----	----

88	99
----	----

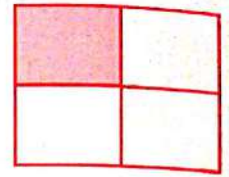
[b] Write the fraction according to coloured part :



.....



.....



.....

3 [a] Complete :

(1) The day that comes after Sunday is

(2) 30 , 31 , (in the same pattern)

[b] Arrange ascendingly :

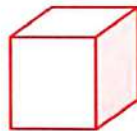
35 , 45 , 85 and 25

The order is : , , and

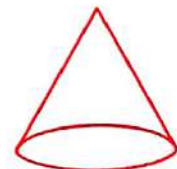
4 [a] Join each solid by its name :



Cone



Sphere



Cube

**[b] Ahmed bought a ball for L.E. 81 and a toy car for L.E. 11
Find the total money that he paid.**

He paid = + = L.E.

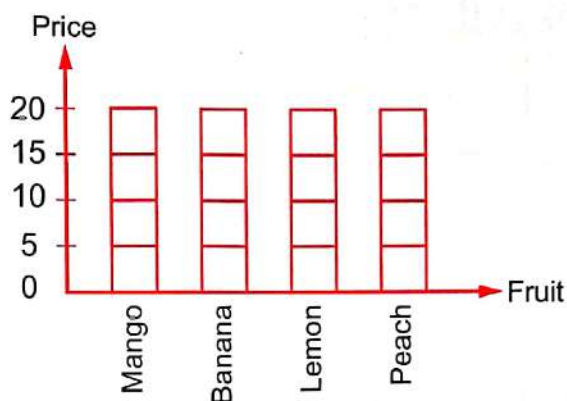
5 [a] Complete :

(1) The smallest 2-digit number is

(2) $20 + 30 = \dots\dots\dots$

[b] Colour according to the following table :

Fruit	Price
Mango	15
Banana	20
Lemon	5
Peach	10



5 Cairo Governorate

New Cairo Educational Zone
Manor house Language Schools



Answer the following questions :

1 Find the result :

$$\begin{array}{r} (1) \quad 4 \ 5 \\ + \ 3 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 2 \ 5 \\ - \ 1 \ 1 \\ \hline \end{array}$$

(3) $56 + 22 = \dots\dots\dots$

(4) $67 - 43 = \dots\dots\dots$

2 Arrange in a descending order :

19 , 36 , 72 , 74 and 85

The order is : $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$ and $\dots\dots\dots$

3 [a] Put "< , > or =" :

(1) $25 - 10$ 5

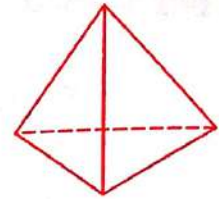
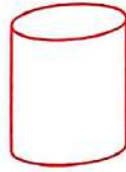
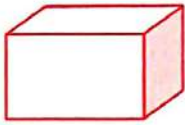
(2) $32 + 16$ 50

[b] In a school there are 52 boys and 31 girls.

How many children are there in the school ?

The number of children = $\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$ children.

4 Join :



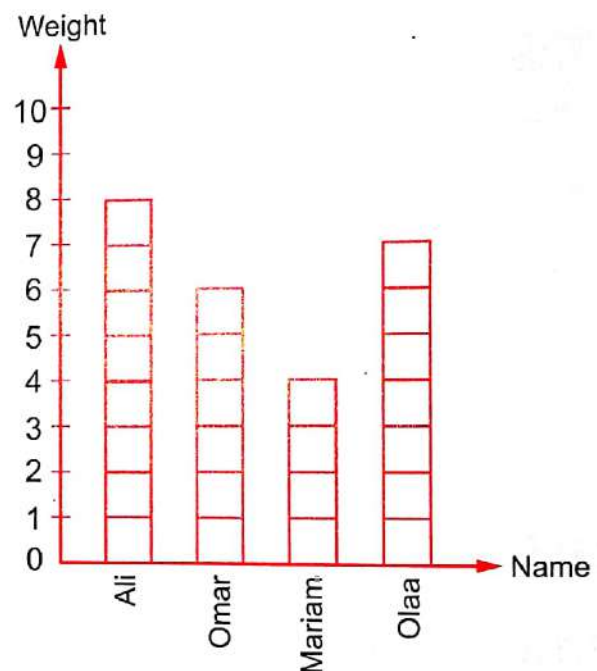
Cylinder

Cuboid

Pyramid

5 Complete the following table from the graph :

Name	Weight
Ali
Omar
Mariam
Olaa



6 Cairo Governorate

Rod El-Farag Educational Zone
St. Mary's School



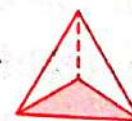
Answer the following questions :

1 Choose the correct answer :

(1) The day that comes directly after Saturday is

(Friday or Sunday or Monday)

(2) A triangle is one of the faces of




(sphere or pyramid or cube)

(3) The closest number to the correct answer $31 + 30$ is
(30 or 60 or 80)

(4) The line that has a length shorter than — is
(— or — or —)

2 Complete :

(1) The length of the opposite figure by using  as a unit is



(2) $24 + 15 =$

(3) 22 , 32 , 42 , , , (in the same pattern)

(4) $78 - 34 =$

3 Put the suitable sign "> , = or <" :

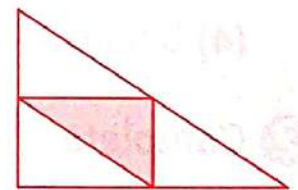
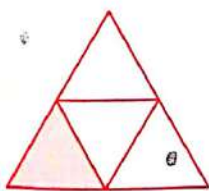
(1) 50 pounds 20 pounds.

(2) $77 - 32$ 45

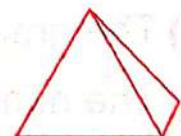
(3) The length of the car The length of the book

(4) $\frac{1}{4}$ $\frac{1}{2}$

4 [a] Circle the figures which its quarter is coloured :



[b] Choose the name of each solid :



(Sphere – Cuboid)

(Cylinder – Cube)

(Pyramid – Square)

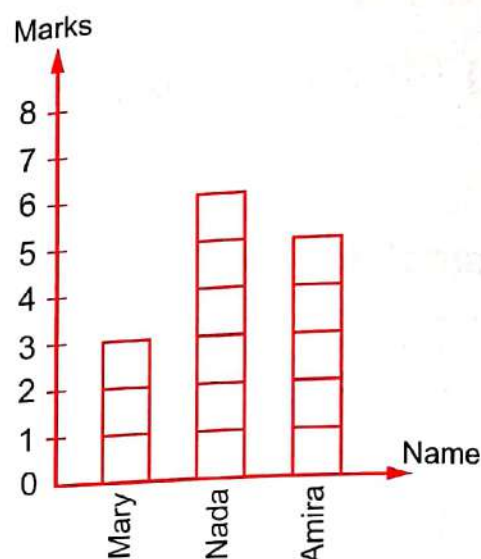
5 [a] Your mother gave you L.E. 48 You spent L.E. 21

What is the remainder with you ?

The remainder = = L.E.

[b] Complete the table using the opposite graph :

Name	Marks
Mary
Nada
Amira



7 Cairo Governorate

Nasr City Educational Zone
St. Fatima Language School



Answer the following questions :

1 Choose the correct answer :

- (1) $64 + 13 = \dots\dots\dots$ (77 or 88 or 67)
- (2) 4 units , 6 tens = $\dots\dots\dots$ (60 or 46 or 64)
- (3) The smallest 2-digit number is $\dots\dots\dots$ (11 or 10 or 12)
- (4) 5 tens = $\dots\dots\dots$ (5 or 50 or 51)

2 Complete :

- (1) $83 - 41 = \dots\dots\dots$
- (2) The greatest 2-digit number is $\dots\dots\dots$
- (3) The number of days of the week is $\dots\dots\dots$
- (4) $60 > \dots\dots\dots$

3 Complete in the same pattern :

- (1) 70 , 60 , $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$
- (2) 10 , 15 , $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$

- 4 [a] Arrange the following numbers ascendingly and descendingly :

23 , 72 , 76 and 93

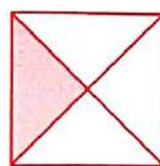
Ascendingly : , , and

Descendingly : , , and

- [b] Write the fraction :



.....



.....

- 5 [a] Samy has 34 balloons and Samira has 45 balloons.
How many balloons do they have ?

The number of balloons = + = balloons.

- [b] Join :

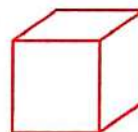
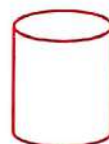
Square

Cylinder

Triangle

Cube

Sphere





Answer the following questions :

1 Choose the correct answer :

(1) $20 = \dots\dots\dots$ tens.

(3 or 5 or 2)

(2) The shape  is called a $\dots\dots\dots$

(triangle or cube or cone)

(3) The place value of 5 in 53 is $\dots\dots\dots$ (tens or units)

(4) The smallest two digit number is $\dots\dots\dots$ (99 or 10 or 9)

(5) Sixteen in digits is $\dots\dots\dots$ (60 or 16 or 66)

(6) 7 tens = $\dots\dots\dots$ (7 or 70 or 17)

2 Complete :

(1) $50 + 7 = \dots\dots\dots$

(2) 8 tens + 7 units = $\dots\dots\dots$

(3) 10 , 30 , $\dots\dots\dots$, $\dots\dots\dots$ (in the same pattern)

(4) $49 = \dots\dots\dots$ tens + $\dots\dots\dots$ units

(5)
$$\begin{array}{r} 53 \\ + 21 \\ \hline \end{array}$$

(6)
$$\begin{array}{r} 64 \\ - 54 \\ \hline \end{array}$$

3 Put "< , > or =" :

(1) $99 \square 10$

(2) 6 tens \square 60

(3) $43 + 32 \square 70$

(4) $30 + 10 \square$ zero

(5) 3 tens + 2 units \square 32

(6) $46 - 13 \square 46 + 13$

4 Join each shape to its name :

Cone

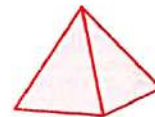
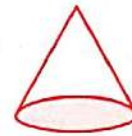
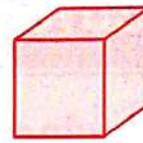
Pyramid

Cube

Rectangle

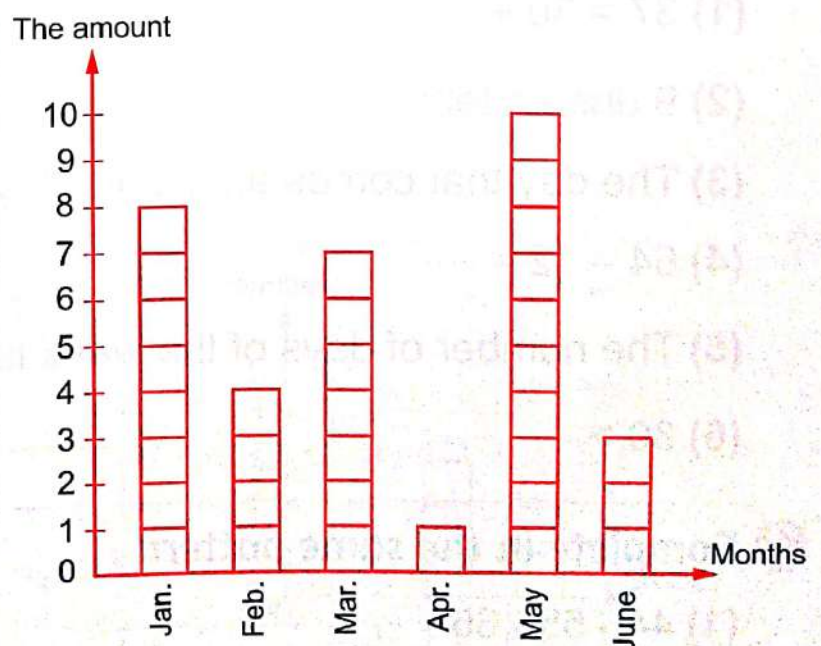
Cylinder

Sphere



5 Notice then complete :

Months	The amount
Jan.
Feb.
Mar.
Apr.
May
June






Answer the following questions :

1 Choose the correct answer :

(1) The greatest 2-digit number is (11 **or** 99 **or** 36)

(2) The figure  its name is
(square **or** circle **or** triangle)

(3) $22 + 43 =$ (71 **or** 65 **or** 73)

(4) 9 tens = (9 **or** 90)

(5)  = ($\frac{1}{3}$ **or** $\frac{1}{4}$ **or** $\frac{1}{2}$)

(6) The biggest number is (3 **or** 7 **or** 4)

2 Complete :

(1) $37 = 30 +$

(2) 9 unit , 4 tens =

(3) The day that comes after Saturday is

(4) $64 - 12 =$

(5) The number of days of the week is

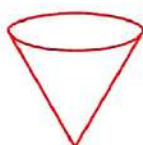
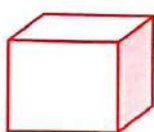
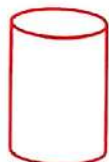
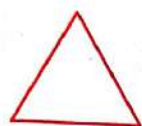
(6) $30 >$

3 Complete in the same pattern :

(1) 44 , 55 , 66 , ,

(2) 42 , 52 , 62 , ,

4 Join :



Cylinder

Triangle

Cube

Circle




Cone

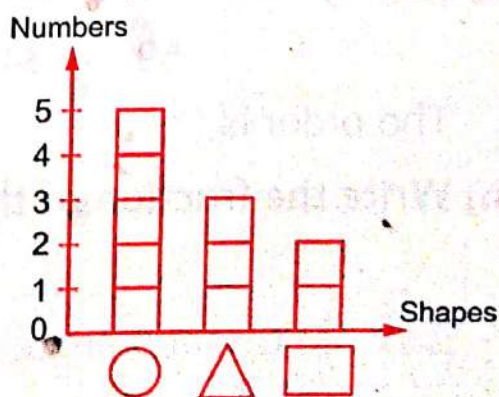
Rectangle

5 [a] Omar has 48 pounds. He bought a toy for 46 pounds.
How much money is left with him ?

The left money = - = pounds.

[b] Complete the table :

Shapes	Numbers








Answer the following questions :

1 Find the result of :

(1) $25 + 42 = \dots\dots\dots$

(2) $39 - 14 = \dots\dots\dots$


(3) $64 + 10 = \dots\dots\dots$

(4) $80 - 30 = \dots\dots\dots$

2 Choose the correct answer

(1) The week has $\dots\dots\dots$ days. (12 or 7 or 6)

(2) $64 + 13 = \dots\dots\dots$ (77 or 88 or 67)

(3) The figure  is called $\dots\dots\dots$
(square or triangle or circle)

(4) The day that comes after Thursday is $\dots\dots\dots$
(Monday or Sunday or Friday)

3 Put "< , > or =" :

(1) $37 + 11$ $37 - 11$

(2) Half quarter.

(3) One day one week.

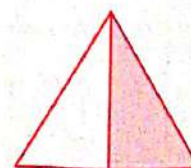
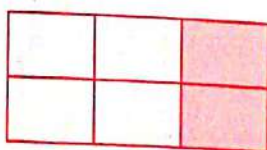
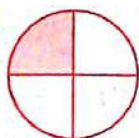
(4) 7 tens $30 + 40$

4 [a] Arrange the following numbers in an ascending order :

59 , 34 , 19 and 57

The order is : $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$ and $\dots\dots\dots$

[b] Write the fraction of the shaded part :



5 Complete the following table and colour according to the number :

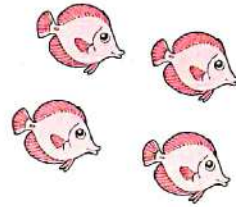
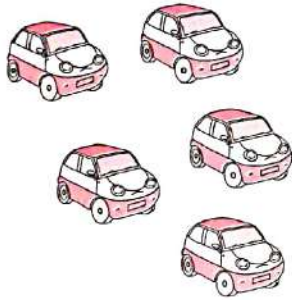




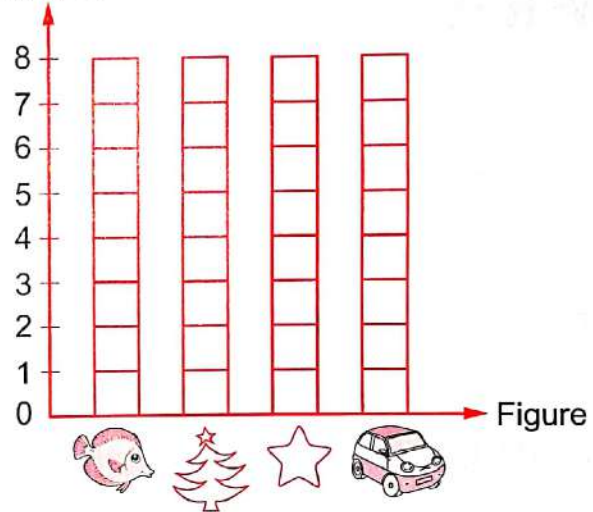


Figure	Number





Number



11

Cairo Governorate

El-Zeiton Educational Zone
Tala'a Gaber El-Ansary Language School



Answer the following questions :

1 Complete :

- (1) One week = days.
- (2) The day just after Monday is
- (3) 80 , 70 , 60 , , 40 (in the same pattern)
- (4) The day that comes directly before Sunday is

2 Choose the correct answer :

(1) Two consecutive numbers their sum 15 are

(10 , 5 **or** 6 , 9 **or** 7 , 8)

(2) The figure  is called

(square **or** circle **or** cone)

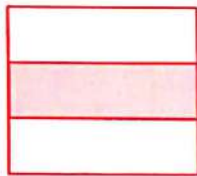
(3) $4 + \dots = 9$

(5 **or** 6 **or** 7)

(4) Half quarter.

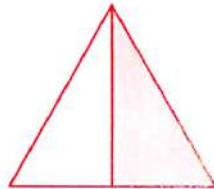
(> **or** < **or** =)

3 Write the following fractions in letters and in digits :



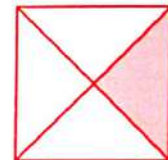
.....

.....



.....

.....



.....

.....

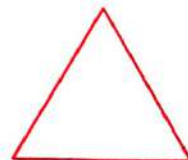
4 [a] Write the name of each shape :



.....



.....



.....

[b] Put “ > , = or < ” :

(1) $\frac{1}{2}$ $\frac{1}{3}$

(2) 1 $\frac{1}{2}$

(3) $\frac{1}{3}$ 1

5 [a] Find the result :

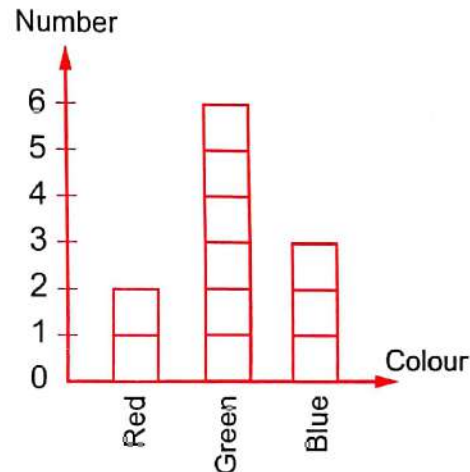
$$\begin{array}{r} (1) \quad 5 \ 4 \\ + \ 4 \ 5 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 2 \ 6 \\ + \ 3 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 6 \ 9 \\ - \ 2 \ 4 \\ \hline \end{array}$$

[b] Complete the following table using the opposite graph :

Colour	Number
Red
Green
Blue



12 Giza Governorate

Al-Haram Educational Directorate
Al-Mostakbal Language School



Answer the following questions :

1 [a] Find the result :

$$\begin{array}{r} (1) \quad 2 \ 6 \\ + \ 4 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 5 \ 4 \\ + \ 2 \ 0 \\ \hline \end{array}$$

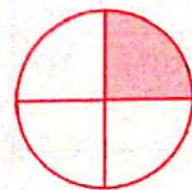
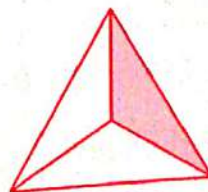
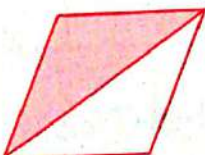
$$\begin{array}{r} (3) \quad 9 \ 7 \\ - \ 5 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 8 \ 5 \\ - \ 4 \ 1 \\ \hline \end{array}$$

[b] Rana bought a toy for 30 pounds and a bag for 60 pounds.
How much money did she pay ?

She paid = + = pounds.

2 [a] Write the fraction :



[b] Put "< or = or >":

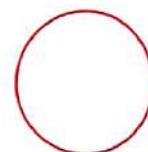
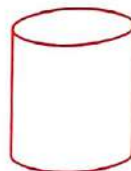
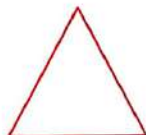
(1) $70 - 30$ 50

(3) 63 36

(2) Seventy $60 + 10$

(4) 94 95

3 Match :



Triangle

Cuboid

Circle

Cylinder

4 Complete :





(1) The day that comes after Sunday is

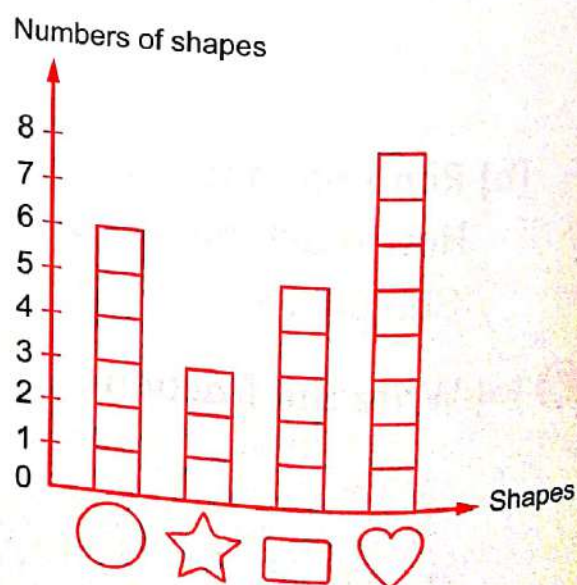
(2) 10 , 20 , 30 , , (in the same pattern)

(3) 34 , 35 , 36 , , (in the same pattern)

(4) This solid  is called

5 Complete :

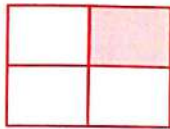
Shape	Number of shapes









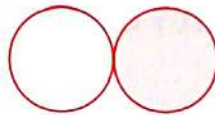
Answer the following questions :

1 Write the fraction according to the shaded part :



.....

.....



.....

.....

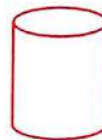


.....

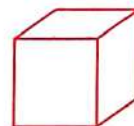
.....

2 Join each figure to its name :

Cube



Cylinder



Pyramid



3 Find the result :

$$\begin{array}{r} (1) \quad 4 \ 2 \\ + \ 5 \ 3 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (2) \quad 6 \ 4 \\ + \ 3 \ 2 \\ \hline \end{array}$$

.....

$$\begin{array}{r} (3) \quad 9 \ 9 \\ - \ 4 \ 5 \\ \hline \end{array}$$

.....

4 [a] Choose the correct answer :

(1) 42 , 52 , 62 ,

(72 or 82 or 92)

(2) The day just after Saturday is

(Monday or Sunday or Thursday)

(3) The figure  is called

(square or circle or triangle)

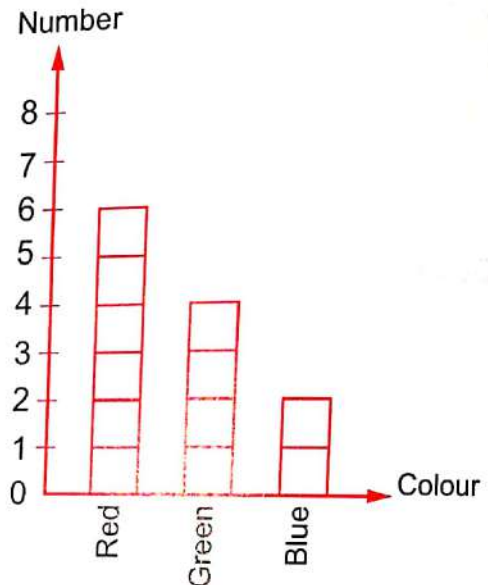
[b] Ali bought a toy for 56 pounds and another toy for 22 pounds.

What is the total sum he paid ?

He paid = + = pounds.

5 From the following graph , complete the table :

Colour	Number
Red
Green
Blue



14 Giza Governorate

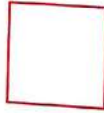
Al-Haram Educational Zone
Pyramids Language School



Answer the following questions :

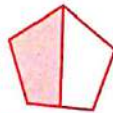
1 Complete :

(1) $40 + 20 = \dots\dots\dots$

(2) The name of this shape  is

(3) $60 + 7 = \dots\dots\dots$

(4) $72 - 30 = \dots\dots\dots$

(5) The fraction of the shaded part  is

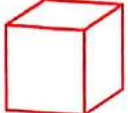
2 Choose :

(1) The day that just comes after Monday is

(Saturday or Sunday or Tuesday)

(2) Thirty four = "in digits"

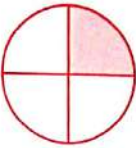
(34 or 74 or 17)

(3) The name of this solid  is

(cube or triangle or square)

(4) $21 + \dots = 54$

(12 or 33 or 23)

(5) The fraction of the shaded part  is

($\frac{1}{2}$ or quarter or $\frac{1}{3}$)

3 Put "< , > or =" :

(1) $44 + 20$ 80

(2) 19 $99 - 90$

(3) 13 Forty

(4) 87 78

(5) The length of The length of

4 [a] Find the result :

$$\begin{array}{r} (1) \quad 6 \ 2 \\ + \ 3 \ 5 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 3 \ 1 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 5 \ 8 \\ - \ 1 \ 5 \\ \hline \end{array}$$

(4) $61 - 1 = \dots$

[b] Find the missing number : + 14 = 58

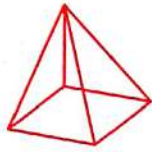
5 [a] Ahmed has 45 pounds and his sister has 23 pounds.

How much money do they both have ?

They have = = pounds.

Third

Third



Half



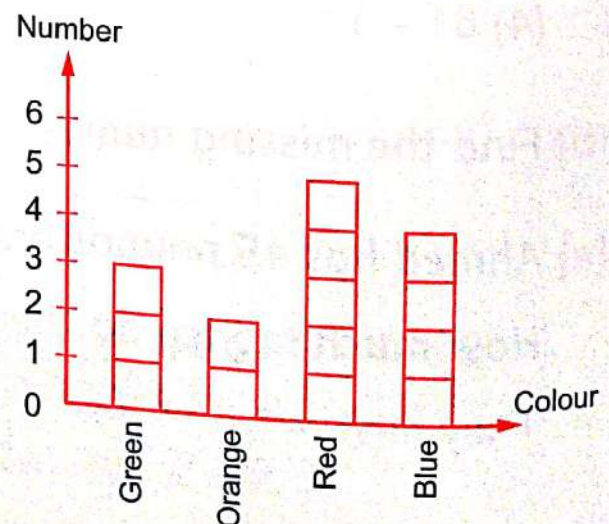
Pyramid



A graph on a 10x5 grid showing a step function. The x-axis is labeled 1 to 10, and the y-axis is labeled 1 to 5. The function starts at (1,1), goes up to (2,2), down to (3,1), up to (4,2), down to (5,1), up to (6,2), down to (7,1), up to (8,2), down to (9,1), and up to (10,2).

[b] Notice the graph and complete table :

Colour	Number
Green
Orange
Red
Blue






Answer the following questions :

1 Complete the following :

(1) $26 + 33 = \dots\dots\dots$

(2) $57 - 31 = \dots\dots\dots$

(3) The number of the days in a week = $\dots\dots\dots$

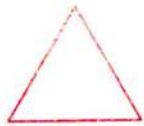
(4) The fraction which represents the coloured part  is $\dots\dots\dots$

(5) $\dots\dots\dots = 40 + 4$


(6) Thirteen is written in digits as $\dots\dots\dots$

2 Choose the correct answer :

(1) $97 - 55 \dots\dots\dots 90$ ($>$ or $<$ or $=$)

(2) The figure  is called $\dots\dots\dots$
(square or triangle or circle)

(3) The day that comes directly after Sunday is $\dots\dots\dots$
(Monday or Saturday or Tuesday)

(4) The shaded part of the figure  is $\dots\dots\dots$
($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(5) The greatest two digit number is $\dots\dots\dots$
(11 or 99 or 98)

(6) $42 = \dots\dots\dots$ ($40 + 2$ or $20 + 4$ or $20 + 21$)

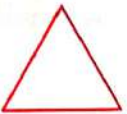
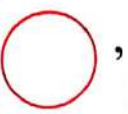
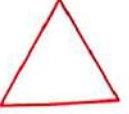

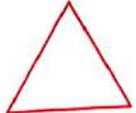
3 [a] Arrange the following in an ascending order :

53 , 55 , 45 and 54

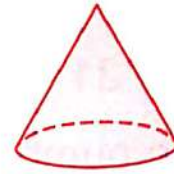
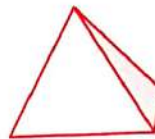
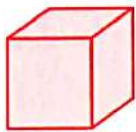
The order is : $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$ and $\dots\dots\dots$

[b] Complete in the same pattern :

(1) 51 , 53 , 55 , ,

(2)  ,  ,  ,  ,  , ,

4 [a] Join each solid to its name :



Sphere

Cube

Cone

Pyramid

[b] Order from the shortest to the longest :

(a) _____

(b) _____

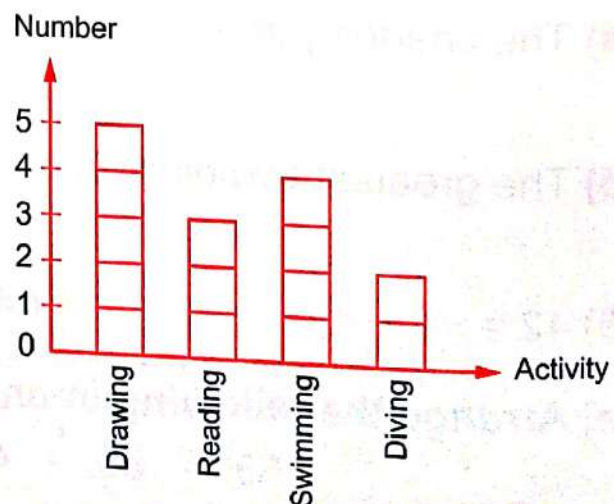
(c) _____

(d) _____

.....
-------	-------	-------	-------

5 Complete the following table using the opposite graph :

Activity	Number
Drawing
Reading
Swimming
Diving



16 Alexandria Governorate

Central Educational Zone
Mathe Supervision




Answer the following questions :

① Complete :

- (1) $93 = \dots\dots\dots$ tens , $\dots\dots\dots$ units.
- (2) The day that comes after Wednesday is $\dots\dots\dots$
- (3) 3 , 13 , 23 , 33 , 43 , $\dots\dots\dots$, $\dots\dots\dots$ (in the same pattern)
- (4) The number just before 80 is $\dots\dots\dots$

② [a] Choose the correct answer :

- (1) Fifty two = $\dots\dots\dots$ (20 + 5 or 5 + 2 or 50 + 2)
- (2) 39 $\dots\dots\dots$ 90 (< or = or >)
- (3)  is $\dots\dots\dots$ (pyramid or sphere or cube)

[b] Mazen bought milk and juice ,
the price of each one is in
the picture.

What is the total price he paid ?



L.E. 13



L.E. 22

The total price = $\dots\dots\dots$ + $\dots\dots\dots$ = L.E. $\dots\dots\dots$

③ Find the result :

(1)
$$\begin{array}{r} 33 \\ + 53 \\ \hline \end{array}$$

 $\dots\dots\dots$

(2)
$$\begin{array}{r} 90 \\ - 40 \\ \hline \end{array}$$

 $\dots\dots\dots$

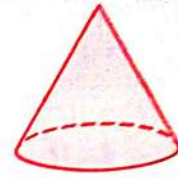
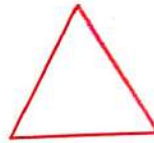
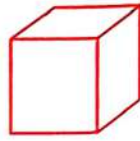
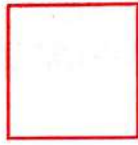
(3)
$$\begin{array}{r} 56 \\ + 41 \\ \hline \end{array}$$

 $\dots\dots\dots$

(4)
$$\begin{array}{r} 67 \\ - 34 \\ \hline \end{array}$$

 $\dots\dots\dots$

4 [a] Join each figure to its name :



Cube

Cone

Square

Triangle

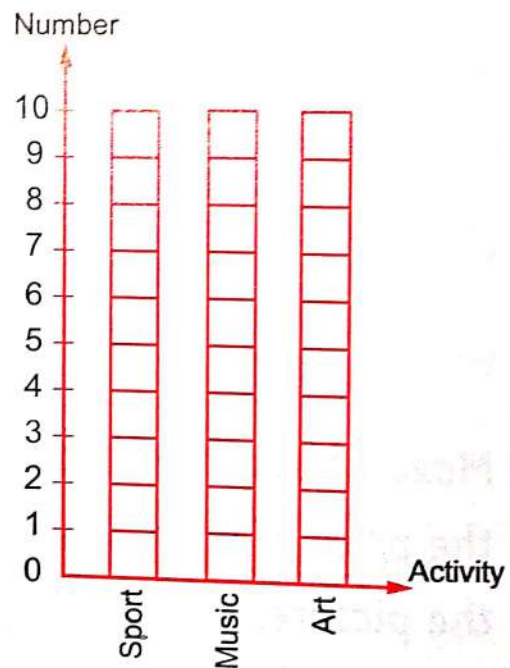
[b] Arrange in a descending order :

78 , 56 , 12 and 43

The order is : , , and

5 Shade according to the number :

Activity	Number
Sport	7
Music	4
Art	8



17 El-Kalouybia Governorate

El-Obour Educational Zone
Rajac Language School



Answer the following questions :

1 Find the result :

$$\begin{array}{r} (1) \quad 38 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 96 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 52 \\ + \quad \quad \\ \hline 87 \end{array}$$

2 Complete :

(1) 10 , , 30 , 40 , , ,

(in the same pattern)

(2) $36 + \dots > 36 + \dots$

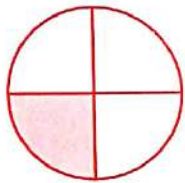
(3) The greatest number that can be formed from 3 and 8 is

(4) 20 , 22 , 24 , , , (in the same pattern)

3 [a] Ahmed is 20 years old and Ali is 23 years old.
Find the sum of their ages.

The sum = = years.

[b] Write the fraction :



.....



.....



.....

4 [a] Join :

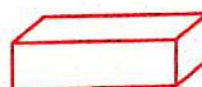
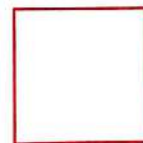
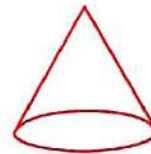
Cylinder

Cone

Cuboid

Triangle

Square



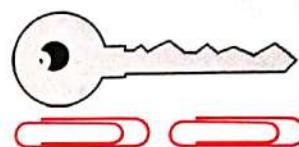
[b] Put “> or < or =” :

(1) $50 \square 40 + 10$

(2) $30 + 20 \square 30 - 20$

(3) $35 \square 53$

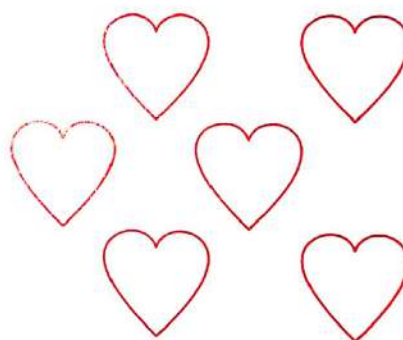
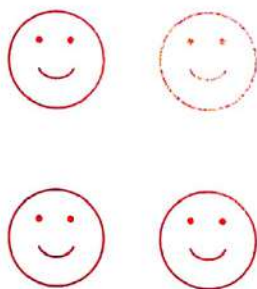
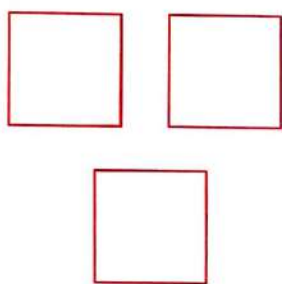
5 [a] Find the length :






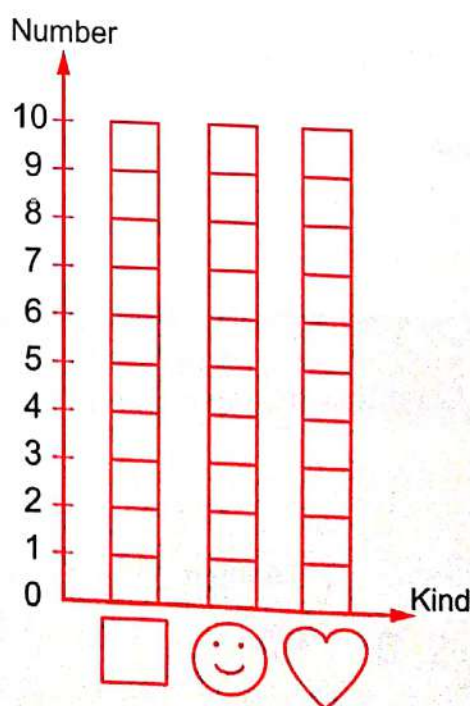
(1) The length = unit

(2) The length = unit

[b] Complete the following table and colour according to the number :



Kind	Number






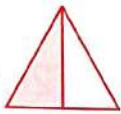


Answer the following questions :

1 Complete :

(1) $54 = 50 + \dots\dots\dots$


(2) $30 + 24 = 24 + \dots\dots\dots$

(3) The fraction that represents the shaded part  = $\dots\dots\dots$

(4) The number of the days of the week = $\dots\dots\dots$ days.

2 Choose the correct answer :

(1) $50 + 12 \dots\dots\dots 62$ ($<$ or $>$ or $=$)

(2) The figure  is called $\dots\dots\dots$
(rectangle or circle or square)

(3) $20 + \dots\dots\dots = 30$ (10 or 20 or 30)

(4) 10 pounds and 3 pounds = $\dots\dots\dots$ pounds.
(30 or 13 or 31)

3 Find the result :

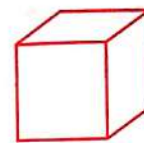
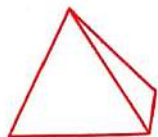
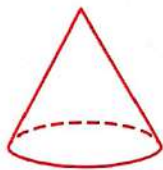
(1)
$$\begin{array}{r} 52 \\ + 31 \\ \hline \dots\dots\dots \end{array}$$

(2)
$$\begin{array}{r} 96 \\ - 54 \\ \hline \dots\dots\dots \end{array}$$

(3) $23 + 41 = \dots\dots\dots$

(4) $65 - 15 = \dots\dots\dots$

4 Match each solid with its name :



Pyramid

Cone

Cube

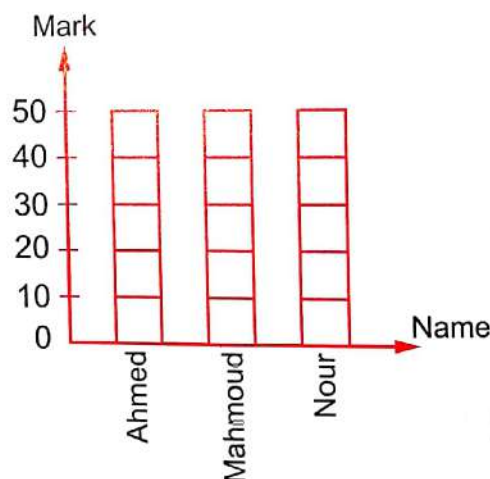
Sphere

5 [a] Complete in the same pattern :

24 , 25 , 26 , , ,

[b] Represent the following table graphically :

Name	Mark
Ahmed	20
Mahmoud	30
Nour	10



19 Beni Suf Governorate

Beni Suf Educational Directorate
St.Mark's Language Schools



Answer the following questions :

1 Find the result :

$$\begin{array}{r} (1) \quad 24 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 62 \\ - 11 \\ \hline \end{array}$$

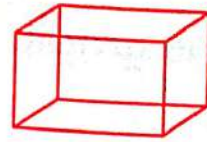
$$\begin{array}{r} (3) \quad 32 \\ + 14 \\ \hline \end{array}$$

$$(4) \quad 76 - 74 = \dots\dots\dots$$

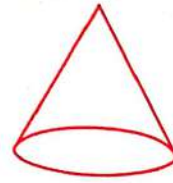
$$(5) \quad 60 + 14 = \dots\dots\dots$$

2 Join :

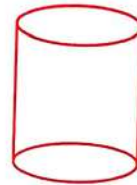
Circle



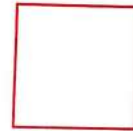
Square



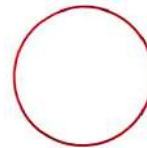
Cuboid



Cylinder



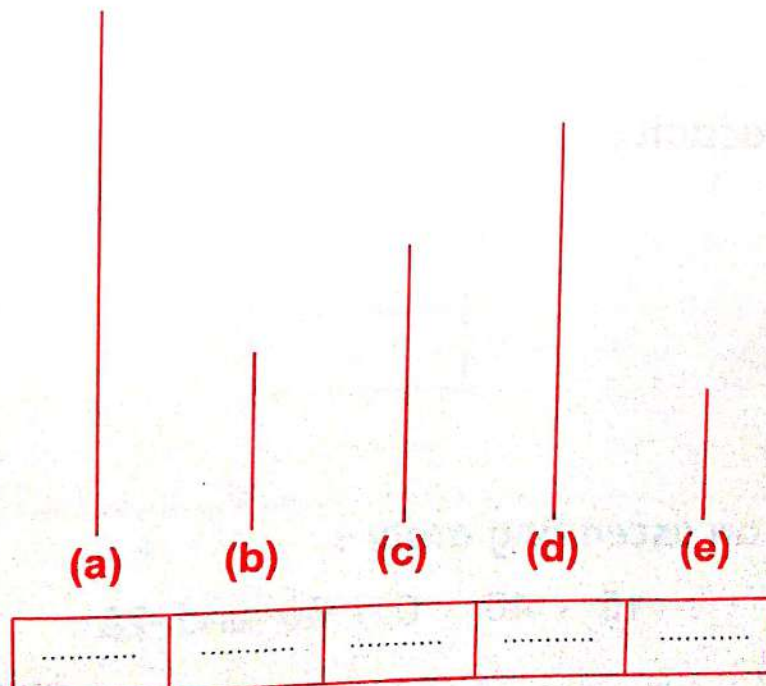
Cone








3 [a] Complete :

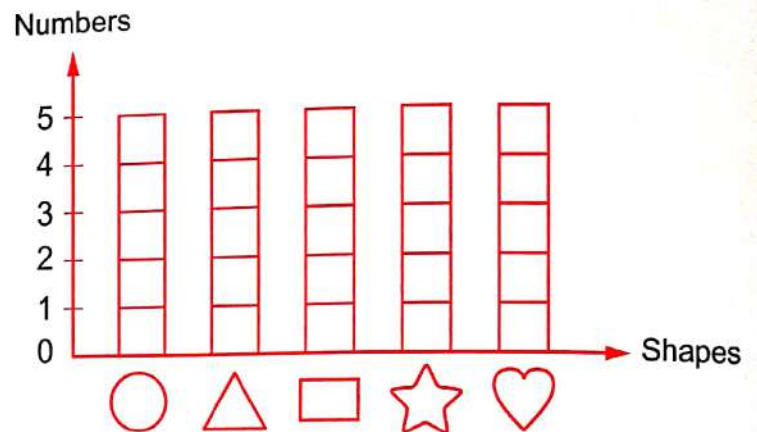
Monday , Tuesday , ,

[b] Order from the shortest to the longest :



4 Complete the graph :

Shape	Number
	5
	3
	1
	2
	4



20 Matrouh Governorate

Matrouh Educational Directorate
Alhoria Language School



Answer the following questions :

1 Find the result :

(1)
$$\begin{array}{r} 84 \\ + 12 \\ \hline \end{array}$$

.....

(2)
$$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$$

.....

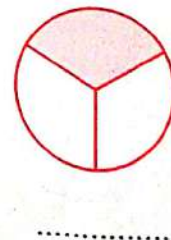
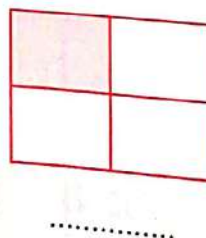
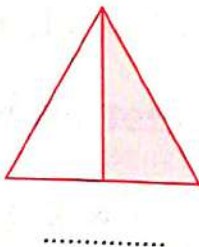
(3)
$$\begin{array}{r} 25 \\ - 13 \\ \hline \end{array}$$

.....

(4)
$$\begin{array}{r} 64 \\ - 31 \\ \hline \end{array}$$

.....

2 Write the fraction :

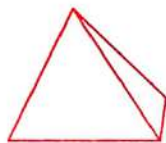
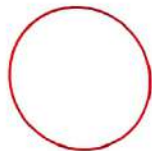
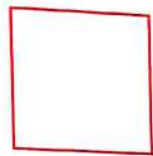


3 Arrange in an ascending order :

15 , 40 , 0 , 60 and 28

The order is : , , and

4 Match :



Square

Cone

Pyramid

Circle

5 Complete the table :

Colour	Number
Red
Yellow
Green

